



Handbook for leading teachers for gifted and talented education

Revised 2008



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Introduction

**'Nothing in life is to be feared.
It is to be understood.'**

Marie Curie

**Welcome to the community of leading
teachers for gifted and talented education.**



The national context

The 2005 White Paper 'Higher Standards, Better Schools for All' set support for gifted and talented pupils clearly in the context of personalisation. In response to this, the National Programme for Gifted and Talented comprises two major contributory elements:

- the National Strategies programme for gifted and talented education;
- the Young Gifted and Talented programme.¹

The clear focus on personalisation has provided the opportunity for the National Strategies to develop a cross-phase programme focused on improving provision for gifted and talented pupils. Key underlying principles are:

- emphasising Quality First Teaching;
- counteracting disadvantage;
- preventing underachievement.

One of the key drivers for improvement across the system is the development of leading teachers for gifted and talented education. This handbook provides guidance on how a leading teacher might work across a school, or a group of schools, to improve provision and outcomes for gifted and talented pupils.

The purposes of the handbook are to:

- guide and support the leading teacher;
- generate a basis for discussion between all those involved in gifted and talented education;
- illustrate aspects of gifted and talented provision that have worked in schools;
- signpost further resources, including online materials, that may be adapted for use by leading teachers and others.

The handbook and accompanying CD-ROM provide a resource that links in with other materials available from the National Strategies and other providers. It should be adapted and added to, to meet local needs and circumstances.

¹ These programmes are supplemented by gifted and talented development in the City Challenge Programme and the PE and Sport Strategy for Young People (PESSYP). See appendix 4 for an overview of the National Programme for Gifted and Talented Education.

The role of leading teacher

In some schools, the role of leading teacher is combined with that of coordinator for gifted and talented; in other schools, the roles are allocated to different people and, in these circumstances, the leading teacher will usually be a member of the senior management team and play the more strategic role. Where the leading teacher is not a senior manager, it's vital that they have direct communication with, and support from, a member of the senior leadership team to influence classroom practice across the school.

Leading teachers for gifted and talented provision:

- act as an advocate for gifted and talented pupils;
- ensure that gifted and talented pupils receive appropriate recognition, support and challenge throughout the school/cluster;
- support the school leadership team (SLT) in whole-school evaluation and review of gifted and talented provision;
- work with groups of colleagues in phase, key stage or subject-focused groups to support collaborative continuing professional development (CPD) to develop knowledge and skills relating to effective provision for gifted and talented pupils;
- exemplify effective practice for gifted and talented pupils in their own professional practice;
- improve the school/cluster capacity to personalise learning for gifted and talented pupils;
- provide or facilitate specialist and peer coaching/mentor support for teachers;
- secure students' registration as members of the YG&T Learner Academy where appropriate;
- provide or facilitate specialist and peer coaching/mentor support for pupils;
- initiate and support strategies that extend opportunities for pupils, including collaboration with other providers and in City Challenge areas, engage with the G&T strand.

Making good provision for gifted and talented pupils is often about challenging ourselves – our beliefs about what pupils can achieve and aspire to – and our confidence in being able to help them to fulfil their potential. We need to keep an open mind, remove 'glass ceilings' and acknowledge that we may not have all the answers.

What does effective provision look like?

Provision for gifted and talented pupils is effective when it:

- is treated as a whole-school issue;
- promotes inclusion and equality of opportunity;
- has a focus on achievement, not just on attainment;
- offers personalised learning opportunities;
- places thinking skills and deep learning at the core of the curriculum;
- encourages independence and self-assessment;
- offers extension in depth and enrichment in breadth;
- is monitored effectively at school and class levels;
- goes beyond the school into wider learning communities;
- celebrates the excitement of excellence.



In school

In secondary school S, leading teachers for gifted and talented education in each faculty have worked together to develop a deep learning programme for gifted and talented learners in each curriculum area. This has involved making direct links with the relevant faculties in universities or other higher education institutions. The emphasis has been on innovative curriculum design and has resulted in the creation of learning pathways that support the development of pupil expertise in the context of a broad and balanced curriculum.

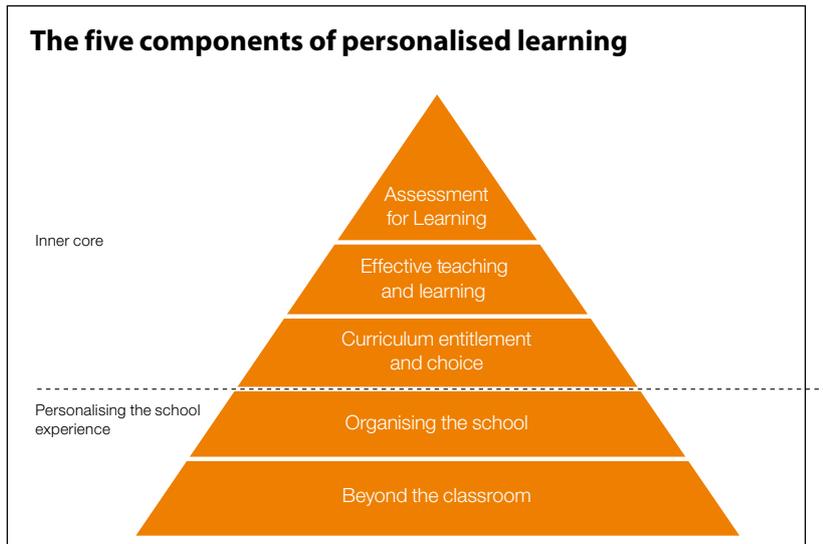
The leading teacher in primary school P has introduced top-down planning across the school. This has enabled all members of staff to identify the particular needs of more able pupils in all aspects of the curriculum and raise expectations.

In primary school R the leading teacher has focused on taking into account the views of gifted and talented learners in all aspects of school life including planning, identifying effective questioning techniques and Assessment for Learning (AfL).

Using the handbook

This handbook reflects the Institutional Quality Standards (IQS) and is organised so that the five main headings match the five components of personalised learning. Under each of these headings the sub-sections correlate to the 14 elements found in the IQS framework. Some of the material can be applied and used in more than one section allowing leading teachers to cross-reference the different aspects of their work.

The IQS has complementary Classroom Quality Standards (CQS) and Local Authority Quality Standards (LAQS) for gifted and talented education.



Throughout the handbook you will find the following features:



Key messages

An overview of the main points of the sub-section, useful for sharing with senior leaders



In school

Mini school-based case studies



Some leading teachers have...

Examples of strategies and approaches leading teachers have found useful



Questions to consider

Points for reflection when developing gifted and talented provision in your school(s)



Did you know?

Signposts to useful websites, guidance, organisations and opportunities



Did you know?

There is a range of e-learning modules to support the work of leading teachers. They can be used by individual teachers or as part of a structured CPD programme. They are designed to stimulate discussion about improving gifted and talented education.

The following areas are covered by the e-learning modules.

Core module 1: Teaching and learning

Core module 2: Identification

Core module 3: Taking the lead in G&T

Module 4: Accessing and extending knowledge

Module 5: Career development for gifted and talented learners

Module 6: Transfer and transition

Module 7: G&T learners with particular needs

Module 8: Learning beyond the classroom

Module 9: Working with parents and carers

Module 10: English

Module 11: Learning in the Early Years Foundation Stage

Module 12: Key Stages 1 and 2

Module 13: Primary science

Module 14: Mathematics

www.nationalstrategiescpd.org.uk/course/view.php?id=81

A further four modules are currently under development:
secondary science, PE and sport, EAL and music across the curriculum.

Effective teaching and learning strategies

1. Identification

'He who would search for pearls must dive below.'

John Dryden



Key messages

- Identification is not an end in itself, nor is it an exact science.
- The most effective form of identification is classroom provision that offers opportunities for all forms of ability to be demonstrated.
- To be inclusive, the process of identification will uncover pupils with potential as well as those already performing at a high level.
- To be effective, the process of identification will use information from a wide range of sources, including parents and pupils.

Principles of good identification

A starting point for a leading teacher is to establish the whole-school, department and/or phase view of the characteristics that indicate a pupil's existing expertise (and capacity to develop) in a particular subject or across a range of areas. The next step is to ensure that teachers provide opportunities for learners to demonstrate and develop their abilities within an innovative, challenging and creative curriculum. Effective identification is rooted in a clear view of what makes excellent teaching and learning.

Steps to identification

- Establishing whole-school agreement on generic and specific characteristics of G&T learners.
- Developing an inclusive approach: pupils from all backgrounds should have the opportunity to express their ability in a range of different ways.
- Implementing a system to collect a wide range of information on pupils' learning strengths within and beyond school, to gain an understanding of their needs, aspirations and potential.
- Addressing the needs of G&T learners within the school or network CPD programme.

- Linking identification to provision: a variety of teaching and learning approaches are necessary to ensure that pupils have a clear opportunity to demonstrate learning strengths.
- Using the IQS and CQS to provide links between definition, provision and pupil outcome.
- Enabling pupils and parents to understand the links between definition, provision and pupil outcome.
- Identifying G&T students in the termly school census.



Some leading teachers have...

- created a school glossary of terms relating to identification to aid a common understanding;
- used the school register as a tool to review the match of identified pupil skills to areas of the curriculum where those skills can be expressed;
- used the identification process to secure understanding of all staff of both the generic and specific skills outlined in the CQS;
- created a pupil focus group to contribute to their individual learning and to the school's understanding of effective identification, provision and outcomes;
- introduced access activities within the classroom for socially vulnerable pupils, for example study partners to assist with reading.

Guidance from the Department for Children, Schools and Families (DCSF)

The DCSF provides useful information that will need to be considered when developing a coherent and strategic approach to meeting the needs of gifted and talented learners. The following is an extract from its updated document 'Identifying gifted and talented learners – getting started'.

The DCSF defines the group supported by the national programme for gifted and talented education as:

'Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).'

We encourage schools in identifying gifted and talented learners to focus on:

- *learners aged 11–19 who meet the published eligibility criteria¹ for the top 5% nationally including those who were members of the former National Academy for Gifted and Talented Youth (NAGTY), and others who meet the criteria;*
- *in addition, learners aged 4–19 who are gifted and talented relative to their peers in their own year group and school/college;*
- *a range of abilities including talent in the arts and sport; and*
- *ability rather than achievement, so that underachievers are among those identified.*

There are gifted and talented learners in every year group in every school/college. All institutions are free to determine the size of their gifted and talented populations, but should be able to justify this in terms of improved standards for all learners identified.

Every school/college should have some gifted and talented learners and should keep a register of those learners. Since relative ability changes over time, learners should move on and off the register when appropriate, though such movement might be expected to reduce with age. Since ability is evenly distributed

¹available at <http://ygt.dcsf.gov.uk/Content.aspx?contentId=312&contentType=3>

throughout the population, a school's or college's gifted and talented population should be broadly representative of the whole learner population in terms of gender, and ethnic and socio-economic background.

The guidance in *Identifying gifted and talented learners*:

- starts from the principle that there is no single perfect instrument for identification – schools are advised to use a 'best fit' model that draws on a range of evidence including qualitative and quantitative elements;
- argues that identification and provision are inseparable, because identification includes spotting potential through participation in learning opportunities; and
- envisages a continuous cyclical process of identification and review rather than a one-off process.

http://ygt.dcsf.gov.uk/FileLinks/183_MainLink.pdf

The above extract from the DCSF guidance can be used as a basis for discussion at a whole-school staff/training meeting, department or phase meeting, with governors or on parent information evenings.



In school

School C appointed pupil, parent and governor mentors to gain information on pupils' learning strengths outside school in order to enhance their identification.

School D provided opportunities for pupils within a drama lesson to work alongside an outside expert to identify and establish the characteristics of the G&T learner in drama.

Preventing underachievement

Guidance is available to help schools both identify and provide for those pupils with dual or multiple exceptionality (DME), children and young people in care and exceptionally able children. These guidance booklets can be found at:

www.standards.dcsf.gov.uk/secondary/keystage3/issues/focus/ws_gt_pri_sec/prevent_underachieve

These booklets are part of a series addressing support and provision for gifted and talented pupils who are either underachieving or at risk of underachieving. Pupils with gifts or talents exist within all groups of pupils, including those pupils who have been identified as having additional learning needs. Pupils from these groups should be considered when the gifted and talented cohort is being identified. Under-representation of these groups within the gifted and talented population may result in considerable underachievement by pupils whose learning needs are not met.

All guidance for preventing underachievement for G&T learners highlights the following key considerations.

- It is necessary to focus on identifying when, where and how learners learn best. The booklet *Guidance on preventing underachievement; a focus on dual or multiple exceptionality (DME.)* provides templates to support this. The templates can also be found on the accompanying CD-ROM.
- Effective identification and provision for the vulnerable G&T learner needs to be enhanced by clear programmes to support the social and emotional aspects of learning. The loss of learning experiences through absence, for example, places the vulnerable G&T learners at risk of considerable underachievement.
- They require specific consideration to ensure access to learning resources that may not be available in the home context, for example books, ICT, cultural opportunities.
- As with all G&T learners, those pupils who fall in the socially vulnerable groups are not a homogeneous group.
- Sensitivity and confidentiality are required at all times. Not all young people want attention drawn to their additional needs.

The Realising Equality and Achievement for Learners (REAL) project is organised by London Gifted & Talented (LGT). The original aim for the REAL programme was to generate scalable and transferable resources and ideas that would enable schools and LAs to transform the way in which they address issues surrounding BME and EAL achievement through the use of gifted and talented strategies.

The key issues were:

- to tackle issues of under-identification of groups of BME and EAL students;
- to raise the expectations of students, parents, staff and the wider community for these groups;
- to improve support to schools and school leaders for this cohort of students;
- to make an impact on disadvantaged student performance;
- to provide LAs and schools with equitable strategies to address inclusion.

Over a two-year period it has produced:

- a bank of web-based guidance, commentary, tools, resources and multimedia training materials all externally quality assured and tested in many LAs for practicability, and all based on the voices and experiences of teachers, students and administrators.

All resources are available on www.londongt.org/real.

The National Register

The National Register was first announced in the 2005 White Paper 'Higher Standards, Better Schools for All' and is an amalgamation of all maintained schools' gifted and talented registers (submitted through school census returns) and their key stage results. Over time, it will develop to:

- enable analysis of the national gifted and talented population, or any subset of it, by reference to all data held in the National Pupil Database and the database of the YG&T Learner Academy; and
- support the identification of learners who are not currently part of their school's gifted and talented population though they might be performing at broadly the same level.

Further information, updates and annual reports on the National Register can be found at:
www.ygt.dcsf.gov.uk



Questions to consider

How do you ensure that identification is linked with provision and outcomes?

How do you ensure that the pupils identified as G&T are fully representative of the whole school population within each area of school activity? (This means identifying proportionately from, for example, the cohort of students eligible for free school meals.)

Who are the key people in the school(s) to work with on identification, for example SENCOs, HODs, subject leaders, ASTs, SLT?

Where does the G&T identification and provision sit within the school strategic plan, for example are governors involved?

Where in the SEF is G&T identification reflected?

In what way do your G&T identification procedures support the Every Child Matters agenda?

Is there a clear link between G&T identification and personalising learning in the school strategic plan?



Did you know?

The following leading teacher e-learning modules focus on identification:

- Core module 2: Identification
- Module 7: G&T learners with particular needs

www.nationalstrategiescpd.org.uk/course/view.php?id=81

Further resources to support identification of G&T learners:

- London Gifted & Talented Teacher Tools: easy walkthroughs

www.londongt.org

- YG&T in a Nutshell

http://ygt.dcsf.gov.uk/FileLinks/572_MainLink.pdf

Also referred to in the section are the following publications:

- Gifted and Talented Education: Guidance on preventing underachievement: a focus on dual or multiple exceptionality (DME)

www.standards.dcsf.gov.uk/primary/publications/inclusion/pns_gift_talent_dme_0006107

- Gifted and Talented Education: Helping to find and support children with dual or multiple exceptionalities

www.standards.dcsf.gov.uk/primary/publications/inclusion/gt_findsupportdme

- Gifted and Talented Education: Guidance on preventing underachievement: a focus on children and young people in care

www.standards.dcsf.gov.uk/primary/publications/inclusion/gt_children_in_care

- Gifted and Talented Education: Guidance on preventing underachievement: a focus on exceptionally able pupils

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/gt_prevent_udrachie0006608

- Identifying gifted and talented learners: getting started (revised May 2008)

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=183&contentType=3>

2. Effective provision in the classroom

'By learning you will teach, by teaching you will learn.'

Latin proverb



Key messages

- Add breadth (for example, enrichment through broader range of tasks and resources).
- Increase depth (for example, extension through complexity).
- Accelerate the pace of learning within and across key stages.
- Promote independence in thinking and learning, and provide opportunities to self-regulate learning.
- Foster high expectations in teachers and pupils.

Personalising learning is about tailoring education to individual need, interest and aptitude to ensure that every pupil achieves and reaches the highest standards possible, irrespective of background or circumstances.

The most important aspect of provision for gifted and talented pupils is the day-to-day experience of teaching in the classroom (and on the sports field, in the gym and dance studio). Use of a range of teaching models will be key to enriching this experience.

- **Direct teaching models** are effective in helping children and young people to learn new skills and procedures and to acquire academic knowledge. These models include modelling and sequences for teaching reading and writing.
- **Cognitive teaching and learning models** help learners to process information, build concepts, generate and test hypotheses and to think creatively. These models include enquiry, inductive learning and teaching through analogy.
- **Social models** require learners to collaborate and learn together, and help them to construct new knowledge and understand concepts. These models include constructivism and group problem-solving.

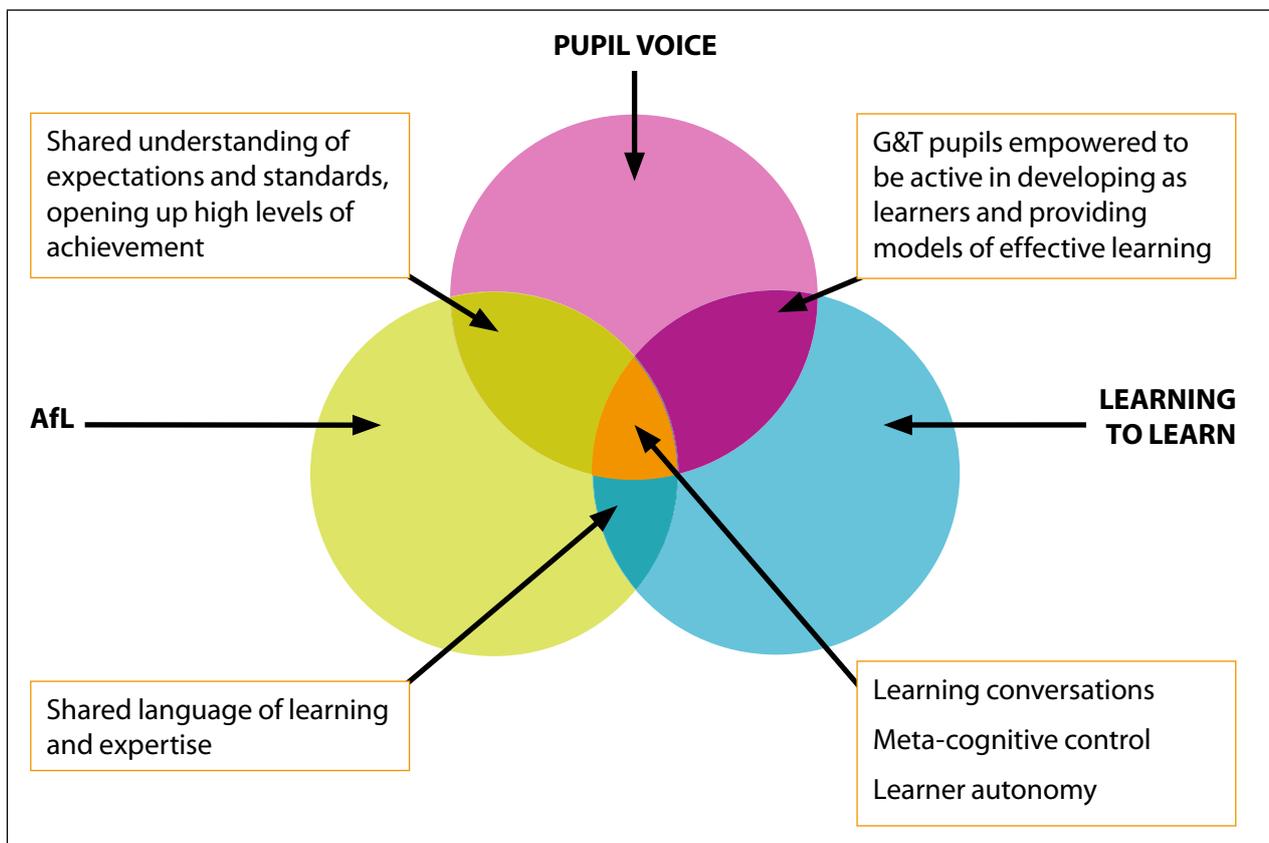
Pedagogy and Personalisation

Deep learning

Many leading teachers for G&T have facilitated the use of deep learning programmes to meet the needs of gifted and talented learners following a review of school provision against the CQS. These deep learning techniques can be applied in all subjects and areas of school life.

What are the features of deep learning?

The following diagram shows its constituent parts.



Deep learning and gifted and talented pupils

As can be seen in the diagram, the three elements of pupil voice, learning to learn and AfL need to work together to ensure true personalised learning for gifted and talented pupils.

They also stress the need for:

- reciprocal, supportive and cumulative learning conversations;
- meta-cognitive control;
- growing learner autonomy – where learners are independent, self-directed, critically reflective, self-motivated, collaborative, self-aware and have highly developed decision-making skills.

The learning habits of a pupil engaged in deep learning can be characterised by:

- a focus on meaning and argument;
- relating previous knowledge to new knowledge;
- bringing together and seeing connections between knowledge from different sources;
- relating theoretical ideas to day-to-day experiences;
- relating and distinguishing evidence and argument;
- organising and structuring content into a coherent whole;
- an emphasis on pupil reflection.

Diagram and text taken from Sims, E. (2006) *Deep Learning 1* © Specialist Schools and Academies Trust. Adapted from Ramsden, P. (1988) (ed.) *Improving Learning: New Perspectives*. © P. Ramsden. Used with kind permission



In school

As a result of a whole-school evaluation of classroom practice for G&T learners, School A decided to embed deep learning approaches across the curriculum. The following represents steps taken by the school.

Step 1: Whole-school agreement to adopt top-down planning.

Step 2: Most able pupils involved in planning process.

Step 3: Pupil and teacher learning mentors trained in concepts and skills that facilitate deep learning, for example questioning that goes beneath the surface, research techniques, knowing how to extend learning.

Step 4: One of the concepts chosen and developed in the classroom by each teacher in partnership with pupils.

Step 5: Pupils worked with peers to develop their deep learning skills.

Step 6: Deep learning concepts and learning intentions placed within context of pupil interests.

Outcomes: More autonomous learners, higher achievement, transformation in pupil and parent engagement with learning.



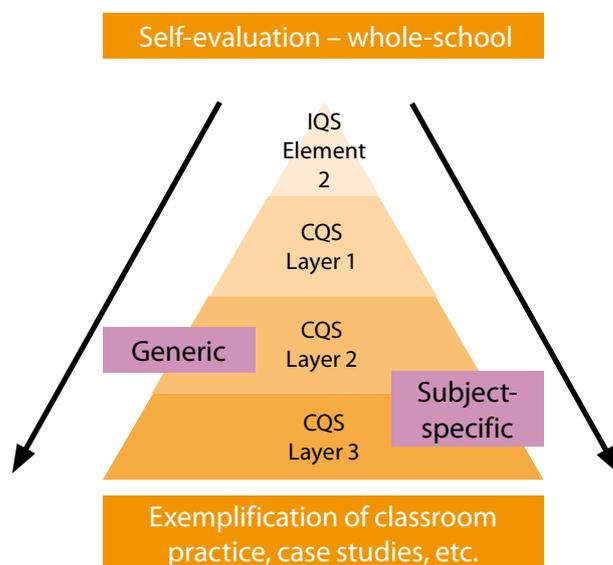
Some leading teachers have highlighted the following as particularly helpful when working with colleagues to facilitate effective classroom teaching and learning for G&T learners.

- Top-down planning – that is, plan for the most able.
- Embedding deep learning techniques.
- Training teachers and pupils in the application of the most effective questioning techniques. This involves matching different types of questions to different contexts, enabling pupils of all ages to create, develop and manage different pathways to learning.
- Helping pupils and teachers to develop thinking skills and communicate their own cognitive processes.

Classroom Quality Standards

The CQS provide an important tool to support schools in developing and evaluating the quality of their learning provision for G&T pupils. The CQS have been developed to support schools in addressing Element 2 of the IQS.

CQS Layers



A user guide has been developed on how to make the most effective use of the CQS. This will be made available through the National Strategies, together with an exemplification of the generic and subject-specific context. For ease of use, Layer 1 of the CQS has been included in the Appendix. Layer 1 might be used as a discussion focus with subject leaders, as a basis for planning or classroom observation.

The subject-specific amplification of Layer 2 is currently under development for English, mathematics, science and ICT, together with Layer 3, which will consist of subject-specific resources to illustrate school-based approaches to the standards. These will be available from late autumn 2008 on DVD-ROM and electronically on the National Strategies and YG&T websites. Following the launch, the online version will continue to be developed with further case studies and resources being added.

Tackling underachievement

The phenomenon of underachievement is complex and multifaceted. However, underachievement is most commonly defined as a discrepancy between performance and ability. Underachievement can only be prevented when there is a clear focus on what pupils can do as opposed to what they have difficulty with.

Some strategies to reverse patterns of underachievement are as follows.

- Supportive strategies: for example, providing a wide variety of opportunities for success, praise for small but genuine achievements, a flexible and respectful environment, reasonable rules, positive feedback, guiding towards activities that reflect pupils' values, interests and needs.
- Connecting to learners' interests and questions (see example a overleaf).
- Providing positive role models.
- Placing learning in a wider and purposeful context (see example b overleaf).
- Intervention strategies: for example, help in overcoming difficulties, study skills, time management, mentoring and coaching.

- Positive parental support: research shows that the mentoring and coaching involvement of parents and carers makes a significant difference to able pupils' attainment.
- Intrinsic strategies such as providing intellectually stimulating challenges that foster an early love of learning and understanding the way we learn.



In school: Example a

In primary school X, G&T learners with good oral skills but poor literacy skills were supported by using literacy lessons to train them for roles in the production of the school website and other publications. Some pupils trained as sub-editors, some as feature writers, some as graphic designers.

In school: Example b

End of KS3 Level			Pupils' chances of gaining 5 A*-C grades at GCSE (%)	Secondary school B responded to the chances graph on the left by targeting pupils entering Year 7 with a level 5 in maths or science but only a level 3 in English. Pupils were involved in a curriculum design project in a way that highlighted their abilities but allowed them to extend their vocabulary and develop confidence in their use of language for communication.
English	Maths	Science		
4	4	4	4	
5	4	4	15	
4	5	5	10	
5	5	5	54	
6	5	5	79	
6	6	6	97	

Supporting individual needs

Support for the particular needs of gifted and talented pupils will take different forms depending on the individual circumstance. This may include:

- specialist input;
- opportunities to socialise with peers of similar ability;
- study skills or self-management;
- one-to-one mentoring or tutoring, sometimes by experts in a particular field or simply the individual attention of an interested peer or adult;
- an IEP: to help them plan and monitor the particular needs of gifted and talented pupils, some schools use a form of individual or group education plan (IEP, GEP), which should specify the additional support, its intended impact and how this might be measured; it could also specify how this support could be linked to out-of-hours provision.

Using the National Strategy renewed Primary and Secondary Frameworks

The structure and the new electronic format of the renewed Primary Framework for literacy and mathematics support multi-level curriculum planning, and make it easy for teachers to track back and forward through a progression strand to locate earlier and later learning objectives. It also makes direct links to a wealth of other useful materials that will help to plan teaching and children's learning.

The learning objectives in the renewed Frameworks for secondary English, mathematics, science and ICT set out the knowledge, skills and understanding that need to be acquired in each subject across a period of time. The objectives are organised across Years 7 to 11. These show strands of development in each subject that describe progression in learning, including objectives related to attaining A/A* GCSE grades.

Learning objectives from further on in the lines of progression may be used for gifted and talented pupils when planning the next sequence.



In school

Primary school T does not have mixed-age classes but uses the mixed-age planning units in literacy and mathematics to help identify and plan appropriate medium- and long-term objectives for the gifted and talented pupils within the same progression strand. Learning objectives for an older year group are used to provide challenge for gifted and talented pupils in advance of their same-age peers, alongside additional work that deepens and extends the age-appropriate curriculum.

Associated tasks and resources from the Framework have been supplemented by the school. Their growing, shared bank of tasks and resources has encouraged the school to start to develop its own mixed-age planning units.



Questions to consider

- What are the priorities for the development of classroom teaching and learning in your context? How do you know?
- How can you use the CQS to improve learning in your school?
- How far developed are the three key elements of deep learning? What links can be made with school strategies to implement them?



Did you know?

The National Strategies has developed a range of materials that will support leading teachers when working with teachers to develop effective practice.

The following leading teacher e-learning modules focus on effective classroom practice:

- **Core module 1:** Teaching and learning
- **Module 7:** G&T learners with particular needs
- **Module 9:** Working with parents and carers
- **Module 10:** English
- **Module 12:** Key Stages 1 and 2
- **Module 13:** Primary science
- **Module 14:** Mathematics

www.nationalstrategiescpd.org.uk/course/view.php?id=81

The following publications, among many others, identify strategies for effective practice in both primary and secondary schools. All materials can be found on the National Strategies website at www.standards.dcsf.gov.uk.

- The Primary Framework: www.standards.dcsf.gov.uk/primaryframeworks
- Excellence and enjoyment: learning and teaching in the primary years – professional development resources (Ref: 0518-2004 G)
- Pedagogy and personalisation (Ref: 00126-2007DOM-EN)
- The Secondary Frameworks: www.standards.dcsf.gov.uk/secondary/frameworks
- Pedagogy and practice: Teaching and learning in secondary schools (Ref: 0423-2004 G)
- Deep Learning 1– can be obtained from the Specialist Schools and Academies Trust (SSAT): www.schoolsnetwork.org.uk/Article.aspx?NodeId=0&PageId=237213

3. Standards

Do not confine your children to your own learning for they were born in another time.

Chinese proverb



Key messages

- Pupils should be fully involved in all aspects of their learning.
- The progress of G&T learners should be monitored and tracked across time and across subjects using a range of performance measures including teacher assessments and test results.
- A focus on standards should be used to raise aspirations, set high expectations and demonstrate what each level represents to pupils.
- G&T learners should be supported in identifying what is required to sustain high achievement.
- Information gained from data and the Classroom Quality Standards should promote, sustain and resource great levels of progress for G&T learners – that is, at least two levels progress per key stage.

High standards and achievement require a whole-school approach. Leading teachers for G&T education can play a key role in promoting high achievement and sustaining high standards by working with colleagues to ensure that they meet the needs and promote high aspirations of gifted and talented learners. Use of the Classroom Quality Standards can help examine each of the different areas of school life to ensure that there is a consistent focus on high standards and sustained achievement.



Some leading teachers have used the Classroom Quality Standards and the Making Good Progress materials to work with colleagues to examine the following areas of school life to ensure a consistent focus on the promotion of high standards.

- A strong achievement culture.
- Clear involvement of leadership teams in the identification of how high standards can be achieved.
- Rigorous whole-school or departmental approach to assessment and monitoring.
- Identifying the resources that support achievement of high standards.
- Looking at the design of the curriculum to ensure that G&T learners can develop the skills required to attain high standards.
- Giving high value to teaching and learning and making pupil voice central to it.



In school

In primary school G the leading teacher worked with a group of pupils and teachers to establish how high standards might be achieved and sustained. They looked at the resources needed to enable pupils to attain high standards. Pupils looked at the learning environment across the school to identify the messages that promoted success. They worked with staff to create displays and areas that highlighted a 'can do' attitude and deployed resources that enabled high standards to be achieved. They also created areas within classrooms and in other parts of the school that encouraged expertise and deep interest in different areas of the curriculum and provided advice on how that learning and deep interest might be fostered and sustained.

Tracking pupils' progress

Tracking pupils' progress should be seen as part of a whole-school approach to ensuring the highest standards for all learners, including the gifted and talented. The principles underpinning effective tracking of gifted and talented learners include:

- staff working collaboratively, sharing and using information about pupils' progress so that identification of pupils' underperformance is early, rapid and accurate;
- data collected and shared with the pupils and all staff involved in teaching the pupils; pupils' achievements are benchmarked against local and national data;
- pupils having regular opportunities to discuss their progress in terms of curricular targets – that is, what they know, understand and can do, and what the next steps in learning should be; teachers actively involving pupils in setting their own targets, with annual and key stage targets being shared with all staff;
- ensuring that teaching programmes, intervention programmes and revision programmes are informed by regular monitoring of progress and adjusted in the light of pupils' needs;
- informing parents and carers and involving them in supporting their children's achievements.

The analysis of assessment data should be used to inform discussions with gifted and talented pupils to review their performance and progress towards their personal targets. It can be used in setting or revising pupils' curricular targets first and foremost, and hence their National Curriculum level or GCSE grade targets. Curricular targets are the link between pupils' long-term targets (for example end of key stage National Curriculum levels or end of course GCSE grades) and the next steps in their learning, described in lesson learning objectives.



Questions to consider

- How is high achievement acknowledged and rewarded across the school?
- Are there ways in which the leading teacher for G&T can make an impact on school strategy and introduce innovation?
- How can the assessment and monitoring procedures be managed to enable G&T learners to achieve high standards?
- How are resources deployed to support the development of expertise in pupils?
- Is the curriculum designed in a way that can accommodate the fast progress made by G&T pupils? How are great levels of progress for G&T learners planned for and supported by curriculum design?
- Are personalisation techniques embedded in practice throughout the school?

School and pupil-level data

The following datasets can provide a useful starting point for establishing the needs of the more able learner and planning how to support them in making sustained progress. They can also be used to ask questions with regard to underachievement.

- Percentage of pupils who attain level 3 at Key Stage 1.
- Percentage of pupils who attain level 5 at Key Stage 2.
- Conversion data of Key Stage 1 pupils at level 3 to level 5 at Key Stage 2.
- Percentage of pupils who attain level 7+ at Key Stage 3.
- Conversion data of Key Stage 2 pupils at level 5 to level 7+ at Key Stage 3.
- Percentage of pupils who gain three or more A*/A grades at GCSE.
- Conversion data for core subjects from level 3 at Key Stage 1 to GCSE Grade A*/A.
- Percentage of pupils who attain 320 or more UCAS points.
- Percentage of pupils accessing QCA optional Tasks for the More Able (see page 71).

The information gained from analysis of this type of data will form only part of the picture, however, and other information about G&T learners will be needed to reflect the true extent of their achievements, their potential and their learning needs. For example:

- membership of the YG&T Learner Academy and participation in wider opportunities;
- predictive data such as scores from Cognitive Ability Tests (CATs), MidYIS, (the Middle Years Information System), YELLIS (the YEAr 11 Information System) and Fisher Family Trust (FFT);
- performance in other assessments such as World Class Tests in mathematics and problem-solving;
- additional needs and special consideration.

RAISEonline (www.raiseonline.org/Login.aspx) provides interactive analysis of school and pupil performance data and will be particularly helpful when looking at groups of pupils, linked to self-evaluation and target-setting. Features include:

- reports and analysis covering the attainment and progress of pupils in Key Stages 1, 2, 3 and 4, with interactive features allowing exploration of hypotheses about pupils' performance;
- contextual information about the school, including comparisons with schools nationally;
- question level analysis, allowing schools to investigate the performance of pupils in specific curriculum areas;
- target setting, supporting schools in the process of monitoring, challenging and supporting pupils' performance;
- data management facility providing the ability to import and edit pupil-level data and create school-defined fields and teaching groups.



Did you know?

Further information and support for schools attaining high standards for G&T learners can be obtained from the following publications or websites:

Making Good Progress

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresults&ft=Making+Good+Progress&pn=1&rpp=1&ShowHide=4&Area=1>

Making Great Progress (part of the Making Good Progress series)

http://publications.teachernet.gov.uk/eOrderingdownload/DfES_makinggreatprogress%20final-1.pdf

Evaluating School Performance

This area of the National Strategies' CPD website provides general training and support for the use of data

www.nationalstrategiescpd.org.uk/course/view.php?id=76

Using data to help discover your covert G&T learners and your underachievers

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=773&contentType=1>

Enabling curriculum entitlement and choice

4. Curriculum entitlement and choice

'For what is the best choice for each individual is the highest it is possible for him to achieve.'

Aristotle



Key messages

- The curriculum needs to provide clear learning pathways that offer limitless opportunities for gifted and talented learners to develop skills and expertise.
- Pupil voice is central to maximising curriculum entitlement and choice.
- There should be many different routes to success for the gifted and talented learner.
- The learning pathway should start from the pupil and meet all the needs of the pupil, including acknowledging and extending his or her learning strengths.
- Learners need to be supported in making appropriate choices throughout their education, which effectively open doors for them rather than limiting their options.

Personalised learning pathways

The new Primary and Secondary Frameworks and EYFS provide schools with the opportunities to design personalised learning pathways for gifted and talented learners. In practical terms, this means:

- **for children and young people:** clear learning routes through the education system and the motivation to become independent, e-literate, fulfilled, lifelong learners;
- **for schools:** a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their gifts and talents developed through diverse teaching strategies;

- **for school governors:** promoting high standards of educational achievement and well-being for every pupil, ensuring that all aspects of organising and running the school work together to get the best for everybody;
- **for the DCSF and LAs:** a responsibility to create the conditions in which teachers and schools have the flexibility and capability to personalise the learning experience of all their pupils; combined with a system of intelligent accountability so that central intervention is in inverse proportion to success.

The rationale of these principles is clear – to raise standards by focusing teaching and learning on the aptitudes and interests of pupils and by removing any barriers to learning.

Leading teachers have used the above statements to generate discussions with all groups within the school community about the best way of implementing personalised pathways for gifted and talented learners.

The Youth Sport Trust has several models of personalised pathways that help support the needs of gifted pupils in PE and talented performances in sport. These may be worth considering when creating personalised pathways for other subjects. Underpinning their approach is:

- flexibility;
- differentiation;
- classroom standards;
- wider skill development;
- development of expertise.

iExcel is one of a range of approaches. It is a small tool which fits the wider provision for gifted PE and talented in sport work of the PE and Sport Strategy for Young People. Details are given below.

Youth Sport Trust *iExcel* Card scheme

<http://gifted.youthsporttrust.org/page/i-excel-card/index.html>

The *iExcel* Card is a personalised credit-card sized card that shows the young person's name, sport, age and the period of card validity (one year). It is accompanied by supporting guidance notes targeted at the young person and their parents/carers, their school/college, teachers/mentors and their coach from the National Governing Body (NGB) of Sport.

Key objectives of the scheme

- Communicate to the school that the athlete is not just talented in sport but of exceptional ability and a selected member of their sport's World Class Pathway or equivalent.
- Improve the communication between the young person, school/college, family and coach/NGB.
- The supporting guidance documents will identify the type of support and coordination that the young person requires to fulfil their academic and sporting potential.
- Enable schools/colleges to plan the support given to the young person effectively. This will be particularly important in the change between the key transition stages and school/college.
- Encourage schools/colleges to provide enhanced and comprehensive mentoring support to the young person.
- Provide access to a query line that will give detailed advice on specific questions related to the young athletes' involvement in education.
- Encourage schools/colleges and the relevant NGB to work closely together to plan in advance for particular pressure points such as examination/competition clashes.

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Questions to consider

Could such a scheme work for gifted and talented learners in other subjects?
Who would be involved in the development of such a scheme?
What tracking systems would need to be in place in school to ensure success?



In school

Secondary school H in the West Midlands targeted Year 7 pupils who showed ability in mathematics and sciences but not necessarily in English. Pupils who attained level 5 in mathematics and science, and 4 in English were enabled to develop and build on their mathematical and science skills while being provided with opportunities to enhance their communication skills. They were given the chance to present mathematical and scientific learning to different audiences in a variety of ways. The result was high achievement in all areas of the curriculum.

Primary school L in the North East reorganised its curriculum so that all Key Stage 2 pupils could participate in 'academy afternoons' in the arts, sports or modern foreign languages. Opportunities were provided to develop multiskills as well as specific specialist skills, and support for pupils to present these skills in different contexts. This has resulted in exceptionally high achievement for many pupils.

Primary curriculum review

The aim of the current primary curriculum review is to create a new primary curriculum that will raise standards further and help schools achieve the ambitions of the Children's Plan and the outcomes of Every Child Matters. The outcomes of the review will offer advice on how the primary curriculum needs to change in order to achieve this aim. Of particular relevance to provision for gifted and talented pupils will be the focus on greater flexibility for schools to tailor teaching and learning for their pupils.

<http://curriculum.qca.org.uk/key-stages-1-and-2/Values-aims-and-purposes/primary-curriculum-review/index.aspx>

Functional skills

The introduction of the 14–19 reforms, functional skills and diplomas, has also provided schools with a way of personalising the curriculum pathways for gifted and talented learners. While the curriculum supports their learning strengths, the wider functional or 'employability' skills are built into provision. Functional skills are a key element of the 14–19 reforms as set out in the White Paper 14–19 'Education and Skills' (February 2005).

Functional skills are defined as:

'core elements of English, mathematics and ICT that provide an individual with essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and work.'

'14–19 Education and Skills: implementation plan' (DfES, 2005)



Some leading teachers have supported curriculum entitlement and choice for gifted and talented learners in the following ways.

- Working with senior teachers or departmental heads to target groups of pupils and design appropriate curriculum pathways for them.
- Finding out how to support the development of expertise in particular areas.
- Collaborating with external partners and centres of excellence to extend and enhance provision.
- Working with staff to ensure that provision for gifted and talented learners is embedded in the implementation of the Early Years Foundation Stage (EYFS), Primary and Secondary Frameworks.
- Working with colleagues to monitor skill development.



Did you know?

Further information on EYFS can be found at:

www.standards.dcsf.gov.uk/eyfs/

Further information on the Primary Framework can be found at:

www.standards.dcsf.gov.uk/primaryframework/

Further information on the Secondary Frameworks can be found at:

www.standards.dcsf.gov.uk/secondary/frameworks

Further information on functional skills can be found at:

www.dfes.gov.uk/14-19/index.cfm?ctype=None&pid=225&ptype=Contents&sid=3

Further information on Youth Sports Trust can be found at:

www.youthsporttrust.org/

Assessment for Learning

5. Assessment for Learning (AfL)

'I not only use all the brains I have,
but all I can borrow.'

Woodrow Wilson



Key messages

- AfL is an intrinsic element of effective provision for all gifted and talented learners.
- AfL is central to teaching and learning.
- The Institutional Quality Standards (IQS) support the principles of AfL. Assessment coordinators in school need to be aware of the link.

Assessment for Learning (AfL) characteristics and the IQS



The Assessment Reform Group identified seven key characteristics that were evident in schools where AfL was effective in promoting learning and in raising standards of attainment (Assessment for Learning: Beyond the black box, Assessment Reform Group, 1999).

The following table illustrates the links between these seven characteristics and the Institutional Quality Standards.

Key characteristics of AfL	Links with IQS
AfL is embedded in a view that assessment is an essential part of learning and teaching.	Multiple criteria and sources of evidence are used to identify and celebrate gifts and talent. AfL processes incorporate identification processes and are reviewed regularly. AfL is central to designing opportunities for learning. Using curricular targets. Designing opportunities for learning. Providing feedback on learning.
AfL involves sharing learning goals with learners.	Formative assessment and individual target setting combine to maximise and celebrate pupils' achievements.
AfL aims to help learners know and recognise the standards for which they are aiming.	Using curricular targets. Formative use of summative assessment. Pupils routinely work independently and self-reliantly.
AfL involves learners in peer- and self-assessment.	Providing feedback on learning. Establishing day-to-day assessment strategies. Formative assessment and individual target setting combine to maximise and celebrate pupils' achievements.
AfL provides feedback that helps learners recognise the next steps they need to take, and how to take them.	Providing feedback on learning. Establishing how to use ICT to support AfL. Classroom practice regularly requires pupils to reflect on their own progress against targets and engage in the direction of their own learning.
AfL is underpinned by the confidence that every learner can improve.	An ethos of ambition and achievement is agreed and shared by the whole school and college community.
AfL involves both learner and teacher reflecting on the assessment data.	Providing feedback on learning. Involving parents and carers. Priorities for the development of gifted and talented provision are included within the professional development entitlement for all.

The key principles of AfL should be considered when planning and evaluating gifted and talented provision across the school, ensuring that it is used:

- as part of effective planning (a 'top-down' approach);
- to focus on how pupils learn; how G&T learners develop expertise;
- as a central part of classroom practice;
- as a key professional skill, with G&T learners provided with opportunities to develop the skill;
- sensitively and constructively, to foster motivation;
- to promote understanding of goals and criteria: no limits should be placed on the achievements of G&T learners;
- to help learners know how to improve: opportunities should be provided for pupils to demonstrate their gifts and talents in different contexts;
- to develop the capacity for self-assessment;
- in recognising all educational achievement, including skills developed outside the classroom.

The Assessment for Learning strategy

This three-year-funded strategy aims to support schools in developing their assessment of pupils to enhance learning and improve the rate at which pupils progress. The accompanying document sets out the strategy aims and objectives, and offers details of resources available to schools. The self-evaluation tables provide clear guidance on whole-school organisation and teaching and learning, complementary to the IQS and CQS.

<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00341-2008.pdf>

The Assessment for Learning strategy aims to ensure that every school is able to access a set of tools to review its own AfL practice, and is introduced to Assessing Pupils' Progress (APP) materials in reading, writing and mathematics. APP is also being introduced for science at Key Stage 2 and Key Stage 3 and for ICT and the foundation subjects at Key Stage 3.

At Key Stage 2 the standards files for reading, writing and mathematics contain examples of children's ongoing classroom work that have been assessed to exemplify the APP approach and show national standards.



In school

Secondary school P included G&T learners in the whole-school staff training on AfL. They were trained as learning mentors developing the comprehensive range of skills necessary to ensure that AfL was an integral part of the learning process. They were able to map the curriculum to identify the next steps and establish the skills necessary to support development in particular subjects.

They worked with other learners to gain the necessary competencies to scrutinise work effectively. This led to the development of pupil learning councils that worked with teachers to develop and extend learning opportunities.

Primary school P uses Years 5 and 6 G&T learners to share AfL with parents and governors. Pupils demonstrate how AfL supports learning. They are involved in the planning of their own curriculum pathways.



Some leading teachers have worked with colleagues using the IQS to embed AfL in G&T provision and developed pupil voice projects using AfL as a starting point. The projects have focused on providing effective feedback to pupils and actively involving them in their own learning. This has been achieved through:

- adjusting teaching to take account of the results of assessment;
- recognising the profound influence assessment has on the motivation and self-esteem of pupils;
- considering the need for pupils to be able to assess themselves and to understand how to improve;
- working closely with assessment coordinators and managers to ensure that the needs of gifted and talented learners are met.



Did you know?

Gifted and talented e-learning Core module 1 has a focus on pupil voice:

www.nationalstrategiescpd.org.uk/course/view.php?id=81

Details of assessment within the Primary Framework can be found at:

www.standards.dfes.gov.uk/primaryframework/assessment/

Further information on AfL can be found at:

www.standards.dcsf.gov.uk/personalisedlearning/five/afl/

Further information on Assessing Pupil Progress can be obtained at:

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/en_asspup

Further information on pupil voice can be found at:

www.standards.dcsf.gov.uk/research/themes/pupil_voice/

6. Transfers and transitions

'I can't go back to yesterday
because I was a different
person then.'

Lewis Carroll



Key messages

- Partnership working is essential for successful transfer and transition.
- Transfers and transitions offer key opportunities for raising standards.
- Pupils need confidence, understanding and skills to cope with transfer and transition and make good progress.
- Skills, abilities and learning strengths demonstrated in the previous school, setting, summer school or class should be acknowledged and provided for in the new setting, school or class.
- Assessment for Learning principles underpin effective progress across transfers and transitions.
- Gifted and talented learners should be fully involved in the management of their transitions.

Schools working to strengthen transfers and transitions for more able learners have found that, in addressing Element 6 of the IQS, some of the following approaches were useful.

- Agreeing on criteria for gifted and talented pupils; allowing for moderation meetings before and after transfer of pupils.
- Using transfer and transition meetings as an opportunity to further identify gifts and talents rather than merely troubleshoot anticipated problems.
- Moderating teacher assessment, where possible, between the different year groups.
- Interviewing each gifted and talented pupil before transfer and collecting information about their work.
- Gathering early information about gifted and talented pupils (for example, those who obtain level 5 in the optional tests at the end of Year 5); working with teachers to plan an enriched programme for them in Year 6.
- Establishing an effective pupil-tracking system across Key Stages 2 and 3 to monitor progress.
- Using visits and discussions with partner schools to:
 - identify personalised learning approaches for gifted and talented pupils;
 - identify particular areas of difficulty and set appropriate Year 7 curricular targets for individual gifted and talented pupils, in particular those at risk of underachieving;
 - agree the range and type of additional support that should be provided for individual pupils at risk of underachieving, with a clear focus on their abilities and celebration of success.

- Arranging summer school provision for the first and the last weeks of the school summer holidays, providing a clear link between past achievements and future opportunities.
- Using teachers from the current year group (Year 6 if pupils are transferring from Year 6 to Year 7) to teach part of the summer school gifted and talented programme, ensuring that feedback from pupils, parents and teachers is incorporated into the curriculum planning for the next year.
- Arranging a weekly mentoring session for each pupil identified on the school's G&T register (including those with DME) to ensure that abilities are clearly identified and built on.
- Using older gifted and talented pupils as learning mentors or learning partners to help develop specialised learning interests.
- Discussing concerns and difficulties (including attitudes) with individual pupils and parents.
- Making clear links with extracurricular and enrichment activities.
- Celebrating achievements outside the classroom and during the holidays.

In school



Primary school S and secondary school G paired up gifted and talented learners to develop study and thinking skills through a particular project to examine the effect the refurbishment of a local theatre might have on the local community. Pupils from Years 5 and 6 worked with pupils in Years 8 and 9 on a weekly basis. Pupils worked together to solve problems and develop the ability to ask the right questions. The older pupils were also available to act as mentors on transfer. This has had considerable impact on achievement levels in both schools and has eliminated problems associated with transfer and transition. The secondary school no longer has pupils who regress or who become stuck at a particular level (except in exceptional circumstances).

Some leading teachers have improved transfers and transitions for gifted and talented learners by working in partnership with all feeder and receiving schools to:



- develop a common approach to identification and provision for gifted and talented learners;
- advance the same element of the IQS and CQS;
- facilitate pupil voice projects for G&T learners;
- adopt similar tracking and monitoring systems in each of the feeder/partner schools;
- ensure that information from summer schools and master classes is built on in each of the feeder/partner schools;
- develop a partnership approach to involving parents by parents from one school acting as mentors to parents and gifted and talented learners from another school.



Did you know?

The focus of leading teacher e-learning module 6 is transfer and transition.

www.nationalstrategiescpd.org.uk/course/view.php?id=81

Further information on transfers and transitions:

Strengthening transfers and transitions: Partnerships for progress– the evaluation report from a national action research project

www.standards.dfes.gov.uk/primary/publications/learning_and_teaching/str_tt_prtnshp_pgrss0008308/str_tt_prtnshp_pgrss0008308.pdf

Strengthening transfers and transitions: e-learning modules

www.supportingselfevaluation.org.uk/training/d4/index.html

Primary and secondary self-evaluation toolkits include a specific focus area on transfers and transitions

www.supportingselfevaluation.org.uk

School and college organisation

7. Leadership

'I keep six honest serving-men
(They taught me all I knew); Their
names are What and Why and When,
And How and Where and Who.'

*Rudyard Kipling, from
Just So Stories, 1902*



Key messages

- Clear and effective leadership in gifted and talented provision is essential for driving school improvement.
- The role of leading teacher for gifted and talented education in schools is essential for providing the link between effective classroom provision and whole-school improvement.
- Effective gifted and talented education requires clear leadership at all levels including governors, senior leaders and teachers.
- A whole-school approach is required to ensure effective provision for G&T learners in every class.

A clear function of leadership is to ensure a whole-school understanding of effective provision for gifted and talented pupils and leading teachers have a key role to play in this. The IQS provides significant support for evaluating provision and developing an action plan.

For schools new to using the IQS, an effective approach will be for the leading teacher and a member of the SLT to carry out an initial evaluation of provision against one or more elements using the 'traffic light' approach outlined in the IQS user guide and in the leading teacher training.

IQS and whole-school evaluation

The Institutional Quality Standards (IQS) provide headteachers, senior leaders and those responsible for gifted and talented with a framework that can be used to pinpoint strengths and weaknesses in the support available for gifted and talented learners across the school or college. They provide a sound basis for an action plan that can form part of the institution's wider improvement plan. Framed around the five components of personalised learning, they can also be used to support the introduction of personalised education across the whole school. They may be used in discussion with School Improvement Partners (SIPs), and to contribute evidence to the self-evaluation forms (SEFs) within schools (see overleaf and page 57).



The user guide together with an online tutorial on how to use the IQS is available from the Young Gifted and Talented website:

<http://ygt.dcsf.gov.uk/QSTool/userguidewithannexe.pdf>

A key outcome of a review of school provision against the IQS will be to develop a gifted and talented improvement/action plan that is directly linked to developments in the school improvement plan. The use of the IQS is essential to an integrated and coherent approach to self-evaluation across the school and has clear links to the SEF (see table below and page 57).

Personalised education	Ofsted SEF	IQS Elements
Effective teaching and learning strategies	Achievement and standards Leadership and management Quality of provision Characteristics of your school	1. Identification of learning strategies 2. Effective provision in the classroom 3. Standards
Enabling curriculum entitlement and choice	Quality of provision	4. Enabling curriculum entitlement and choice
Assessment for Learning	Quality of provision Views of learners, parents and other stakeholders Leadership and management	5. Assessment for Learning 6. Transfer and transition
School organisation	Leadership and management Views of learners, parents and other stakeholders Personal well-being Overall effectiveness and efficiency	7. Leadership 8. Policy 9. School ethos and pastoral care 10. Staff development 11. Resources 12. Monitoring and evaluation
Strong partnerships beyond the school	Characteristics of your school Views of learners, parents and other stakeholders Quality of provision Leadership and management Overall effectiveness and efficiency	13. Engaging with the community, families and beyond 14. Learning beyond the classroom

Strengthening the role of the leading teacher

Provision for gifted and talented learners is more effective when the leading teacher has a clearly identified role, strong support and a place on, or direct access to, the senior leadership team. Where the leading teacher is new in post or relatively inexperienced, they will need particular support from the senior leadership team.

The two key aspects to the role of leading teachers for gifted and talented education are:

- developing whole-school self-evaluation and improvement planning for gifted and talented provision and outcomes;
- developing/disseminating effective classroom practice for gifted and talented pupils.



Some leading teachers for gifted and talented provision have identified the following starting points to ensure that these aspects are embedded across the school.

- Planning regular meetings with SLT with tabled agenda items regarding gifted and talented provision that link with the school's development plan priorities.
- Linking the IQS and the CQS with the whole-school self-evaluation process.
- Agreeing a job description and priorities and establishing a strong link with a member of SLT or an SLT line manager.
- Securing a place on key decision-making bodies in the school, for example, curriculum group or teaching and learning group.
- Establishing a means of working with the governing body, for example, through a link governor.

Primary leading teachers working in a cluster will want to consider how they make themselves known to the SLT in cluster schools and how they ensure regular meetings and briefings with them. It will be important to identify a named person responsible for gifted and talented education in each of the cluster schools that the cluster leading teacher will work with.



Some leading teachers have identified many different aspects of their role and several have established a clear and detailed plan that was integrated into the school development plan to secure a vision for gifted and talented provision. This included the leading teachers working with SLTs to:

- identify the steps needed to build an inclusive learning community;
- develop a classroom ethos that involves providing challenge as a basis for improving mainstream practice;
- ensure that the school tailors its provision within and beyond the curriculum to stretch gifted and talented pupils from all ethnic backgrounds and all socio-economic groups.

Other schools have reported that their leading teacher has been trained in the use of data to enable them to establish a clear picture of gifted and talented learners' progress and their learning needs. This process also involved:

- working with subject leaders to strengthen the evaluation and development of classroom provision in relation to the CQS;
- contributing to the development of personalising the learning of gifted and talented pupils and ensuring progression within and across subjects;
- working with teachers to develop effective pedagogy in relation to the teaching of gifted and talented pupils, drawing on the support and guidance provided in the CQS;
- developing and supporting smooth transfer and transition between year groups and schools;
- establishing clear links with governors to raise awareness and provide leadership through policy, resourcing and monitoring.



In school

In school F the leading teacher worked with the senior leadership team to make pupil voice central to the development of effective gifted and talented provision. The underlying purpose was to extend the range of learning opportunities for gifted and talented pupils within and beyond the classroom. This was achieved by working with pupils to give them a say in how to develop and actively engage with their own learning and manage the social and emotional aspects of their learning.

Support was provided to help pupils develop their independence as learners and inculcate high expectations of themselves. Pupils were fully trained in Assessment for Learning techniques and managing and contributing to their own learning programmes. This enabled pupils to access external programmes (for example the YG&T learner academy provision) that best matched and supported their learning needs.

Developing an action plan

A key part of the leading teacher role is to work with the SLT using the IQS and with teachers using the CQS to develop action plans to support and improve provision and outcomes for gifted and talented learners. In any plan, it is important to identify clear outcomes and the expected impact that actions will have on pupil learning.

The aims of any plan should be communicated widely, together with clear milestones to help identify the impact of implementing the plan.



Some leading teachers have found it helpful to:

- work in partnership with a 'critical friend', for example a leading teacher in another school;
- peer-assess audit and improvement plans;
- focus on only one or two elements of the IQS at a time.

Working with governors

Crucial to effective and strategic leadership for gifted and talented is the involvement of governors and their support for mainstreaming gifted and talented provision. The following prompts may be useful when working with governors. It is useful to feed the information resulting from these prompts into the self-evaluation process.



Questions to consider

Ethos

- What part do governors play in celebrating the achievements of gifted and talented?

Communicating knowledge, developing understanding

- How do the governors receive information about gifted and talented provision?
- What knowledge do the governors have of the YG&T programme and the Learner Academy?
- Is there an agreed understanding of what constitutes gifted and talented among the governing body?
- What is governors' understanding of personalised learning and how is this applied to gifted and talented learners?
- What further training is required for governors?

Leadership

- Is there a named governor for gifted and talented provision?
- How often do governors review the policy for gifted and talented provision?

Effective provision

- What part do governors play in supporting provision for the gifted and talented?
- What understanding is there among governors of IQS and CQS?
- What specific steps do governors take to prevent underachievement among the gifted and talented?

Resourcing

- How do governors deploy resources to support gifted and talented provision?
- How is provision for gifted and talented pupils accounted for within the staffing structure?

Monitoring and evaluating

- How do governors ensure that all groups are represented within the gifted and talented population?
- Is there a clear understanding among governors about data interpretation for gifted and talented?
- How is gifted and talented provision evaluated by governors?



Did you know?

Support for the leadership role of the leading teacher for gifted and talented provision can be found in leading teachers' e-learning Core module 3 Taking the lead in G&T.

www.nationalstrategiescpd.org.uk/course/view.php?id=81

This module will support you as the leading teacher in developing your leadership role within your school. You will be encouraged to identify areas for development, selecting appropriate leadership and management techniques to manage change effectively.

Leading from the Middle (LftM) provided by NCSL, also provides training for the leadership role of middle leaders in five key areas.

www.ncsl.org.uk-lftm/index

The YG&T Nutshells provide information on the questions that School Improvement Partners will be asking about gifted and talented provision.

http://ygt.dcsf.gov.uk/FileLinks/572_MainLink.pdf

8. Policy

'...success is to be measured not so much by the position that one has reached in life as by the obstacles overcome while trying to succeed.'

Booker T Washington



Key messages

- The development of a clear and effective policy for gifted and talented provision should involve the whole school community including teachers, governors, pupils and parents.
- The policy should:
 - be succinct and free from jargon;
 - clearly describe the link between identification and provision;
 - include clear aims for gifted and talented provision and describe how these will be achieved.
- The emphasis should be on the process of policy development rather than the written document itself.

Guidance on policy development

Schools have the discretion to determine whether they require a specific policy on gifted and talented provision or whether this will be addressed in another policy/other policies developed by the school.

However, feedback from schools suggests that where there is a specific policy, staff are much clearer about the school's direction in this area and understand their roles and responsibilities in contributing to this.

It is important that the principles of effective provision for gifted and talented pupils are also reflected in all school policies. An audit of existing policies, particularly the learning and teaching policy and the inclusion policy, will need to be undertaken to ensure that gifted and talented provision is fully taken into account.

In developing a school gifted and talented policy, schools will want to use the school-based elements of the National Quality Standards in Gifted and Talented Education (IQS and CQS):

- to understand the different elements they will need to consider;
- to understand what level of performance the school is currently achieving;
- to identify areas for improvement for focus in the policy.

As with all policies, a gifted and talented policy will be developed through consultation between senior managers, governors, staff, parents and young people working together. The leading teacher for gifted and talented education is well placed to lead this process.

The school's gifted and talented policy should reflect national and local policy and current conceptions of 'best practice' as detailed in the IQS, as well as:

- encouraging high aspirations, taking account of current practice and identifying next steps;
- linking with the school improvement plan;
- being monitored for its impact on pupil achievement;
- being reviewed on a regular basis;
- enabling a school to celebrate and build on its provision and encourage continuous improvement.



In school

Primary school S formed a working group of pupils and staff to help them to explore the key aims of gifted and talented provision and what the outcomes of such provision might be. They focused on mainstream provision and identified the key principles that underpin effective G&T provision common to all subjects and areas of school life.

Lead learners were identified and they met up with the leading teacher on a regular basis and were fully involved in monitoring the implementation of the G&T policy.



Did you know?

Many local authorities provide clear guidance on policy development, which can be accessed via their websites.

YG&T Nutshell 2, Moving forward in my school, provides key considerations that will help with policy development.

http://ygt.dcsf.gov.uk/FileLinks/572_MainLink.pdf

Leading teacher e-learning Core modules 2 and 3 also provide information for consideration when developing policies.

www.nationalstrategiescpd.org.uk/course/view.php?id=81

The YG&T website provides resources specifically for governors, which may be useful in policy development.

<http://ygt.dcsf.gov.uk/HomePage.aspx?stakeholder=4>

The DCSF's 'A Draft Statement of Common Principles and Values for G&T' can provide a useful starting point for developing school policy and provision.

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=897&contentType=4>

Government's priorities for gifted and talented provision.

www.standards.dcsf.gov.uk/giftedandtalented/govpolicy

9. Ethos and pastoral care

'Treat people as if they were what they ought to be and you help them become what they are capable of being.'

Goethe



Key messages

- A positive learning culture is essential for effective gifted and talented provision across a school.
- Social and emotional aspects of learning should be considered when planning and delivering G&T provision.
- Gifted and talented learners are not a homogeneous group and require consideration of individual and specific needs.

The learning culture

Students who are gifted and talented do not fit any particular stereotype, nor do they have predictable learning styles. It is therefore essential that a strong learning culture permeates the school, promoting high aspirations and celebrating achievement wherever it occurs. Teachers contribute to, and strengthen, this type of culture when they:

- promote excellence while structuring learning effectively for all pupils;
- incorporate the highest possible expectations;
- value and build on prior learning;
- value the qualities, gifts and talents of all learners;
- promote the social and emotional skills of all learners;
- use systematic encouragement and specific praise;
- include opportunities for demonstrating, developing and celebrating high levels of aptitude and ability;
- encourage risk-taking;
- offer scope for intellectual initiative;
- provide quality AfL and focused feedback;
- accelerate and expand learning whenever appropriate;
- exploit the potential of ICT and other learning resources;
- open doors to learning beyond the classroom;
- encourage pupils to experiment and speculate;
- encourage pupils to aim high, now and in their future.

A positive learning culture for gifted and talented learners will be achieved when gifted and talented learners:

- can shape their own learning (sometimes in unanticipated ways);
- are free from peer pressure;
- participate in tasks that are qualitatively different in the level of challenge demanded;
- are presented with regular opportunities to develop higher-order thinking skills such as synthesis and evaluation;
- are taught the specific learning skills of research, enquiry, independence and self-assessment;
- are involved in guided work where they can challenge and be challenged in the security of a small group;
- can discuss what it means to be able in their school and in social contexts.



Some leading teachers have used the IQS with pupils and staff to explore where the features of a strong learning culture detailed above are present across the school. They have also used the details as a starting point for eliciting pupil voice. Groups of pupils who are gifted and talented in different areas of school life have worked with the leading teacher to identify where the learning culture is strong. The statements were used in a questionnaire to all pupils identified on the G&T register as well as a sample of pupils from potentially underachieving groups. An action plan was developed from the responses.

Social and emotional skills (SEAL)

The SEAL resource developed by the National Strategies can be adapted to support individual needs for gifted and talented learners, as well as supporting work on Element 9 (School/college ethos and pastoral care) of the IQS. When a school adopts Primary or Secondary SEAL or a similar systematic, whole-school approach to promoting social and emotional skills and emotional health and well-being, the social climate is enhanced. This benefits all learners and creates a climate where gifted and talented learners can flourish, providing a clear context for safeguarding G&T learners from adverse peer pressure and bullying.

The knowledge, skills and understanding developed by primary SEAL can be adapted for work with gifted and talented learners according to age and ability. There is an equivalent set developed for learners in Key Stages 3 and 4. They are represented as a series of 'I can...' statements from the learner's perspective and the language used should be adapted as appropriate. These prompts may be particularly useful to fulfil elements of the CQS. They can help pupils identify their own needs.

The primary and secondary SEAL resources can be found at the following website:

www.bandapilot.org.uk

Socially vulnerable learners

A strong learning culture will be achieved when the needs of pupils from socially vulnerable groups such as children in care and pupils with additional learning needs are fully integrated into gifted and talented provision. Pupils from these groups may have particular learning strengths but require support to ensure they have access to appropriate resources, language development and cultural support.

Leading teachers can provide support for teachers to identify the additional needs of gifted and talented learners. This may take the form of 'catch up' for those pupils who have experienced high levels of absence.



Did you know?

There is guidance on the social and emotional aspects of learning from the National Strategies that can be adapted for gifted and talented learners.

www.bandapilot.org.uk/primary/seal/downloads/pns_seal137805_guidance.pdf
www.bandapilot.org.uk/secondary

Guidance for gifted and talented learners with additional needs is available from the National Strategies. This covers pupils with additional needs, children in care and exceptionally able pupils.

www.standards.dfes.gov.uk/primary/publications/inclusion

'Creating a learning culture, Conditions for learning' is part of the Excellence and Enjoyment series and provides clear guidance for developing a strong learning culture. It can be adapted by leading teachers to support gifted and talented learners.

www.standards.dcsf.gov.uk/primary/consultants/trainingpacks/miscellaneous/953833/pns_landt052304cons4learn1.pdf

Pedagogy and Personalisation will provide support for leading teachers working with colleagues to incorporate SEAL into the curriculum.

www.standards.dcsf.gov.uk/primary/publications/learning_and_teaching/pedagogy_personalisation/ns_ws_ped_perso_0012607.pdf

10. Staff development

**'When the mind is thinking
it is talking to itself.'**

Plato



Key messages

- Staff development is key to embedding good gifted and talented provision across the school and in every classroom.
- A shared understanding of terminology, purpose and principles provides a starting point for discussion of teaching and learning.
- School-based collaborative approaches backed up by evidence are likely to have the greatest impact.

Working with colleagues and supporting their professional development

As a leading teacher, a key aspect of your role will be working with colleagues on understanding what is needed for gifted and talented pupils and how to provide it. This may involve:

- training of staff in the learning needs, identification and range of provision for gifted and talented pupils/students;
- advice on teaching and assessment and tracking to inform schemes of work, lesson planning and assessment tasks;
- provision of resources to support teaching and learning;
- modelling of effective practices;
- leading discussions/developments in gifted and talented education;
- reviewing and commenting on teaching and learning;
- disseminating good practice and information.

While no single model of professional development will work for all teachers and purposes, research points to the greatest impact being gained from:

- action research/school-based approaches to enquiry, with teachers identifying a focus based on the needs of the school and pupils, supported by specialists, for example, LAs or higher education institutions (HEIs);
- models that give teachers opportunities to learn from and with other teachers by:
 - observing colleagues and discussing what they have observed;
 - collaborative enquiry into real improvement, drawing on best practice models;
 - taking part in coaching and mentoring as part of a whole-school approach to CPD.
- high-quality focused training on specific skill areas, underpinned by excellent teaching materials and direct support.

One particular approach that should be considered is that of Lesson Study, a model for collaborative classroom professional learning that embodies all the features of effective CPD. Further information and resources on Lesson Study can be found at:

www.standards.dfes.gov.uk/primaryframework/cpd/slt

The IQS (and CQS) provide a valuable framework for planning and designing CPD.



Did you know?

Leading teacher e-learning module 4, Accessing and extending knowledge, introduces information and resources that can support you in identifying and exemplifying good practice in your role as a leading teacher.

You may also find useful e-learning Core module 3: Taking the lead in G&T.

Of particular use to primary schools will be two documents in the Leading improvement using the Primary Framework series:

- Guidance for headteachers and senior leaders
- Models of classroom-focused collaborative CPD that work www.standards.dfes.gov.uk/primaryframework/cpd/slt

Further guidance is provided by the National Strategies resource Coaching in secondary schools, DVD-ROM, DfES (Ref: 115-2006DVD-EN).

The National Framework for mentoring and coaching provides guidance to help increase the impact of CPD on pupil learning. The Framework and the case studies are downloadable at:

www.curee-paccts.com/dynamic/curee75.jsp?m=59



In school

Following an in-school training session by the leading teacher on challenge in the classroom, a group of teachers in school K undertook to trial specific techniques to develop challenge in the classroom. Teachers working on the same aspect paired up to plan together, observe the learning in each other's classes and to feed back and discuss their findings. Towards the end of the term, the larger group met to discuss what worked well with their pupils. The resulting outcomes were shared with the rest of the staff and added to the school database of successful teaching and learning strategies, giving the name of the member of staff to refer to for support on the particular strategy.

The table below describes a possible range of approaches that a leading teacher may wish to consider.

Professional development focus	Who for	Possible strategies
G&T and the school improvement agenda and national policy	Senior managers, governors	Presentations; online such as e-learning modules for leading teachers for G&T; briefing paper
Identification: terminology; definitions; concepts of ability and the implications; learners' needs	Whole-school, followed up by departments/faculties and year leaders	Presentation (outside speaker?); attending external INSET and dissemination to whole staff; school focus group. Online such as e-learning modules for leading teachers for G&T
Subject, and key stage-specific definitions What constitutes excellence in a specific subject – and how does it differ at 7, 11 or 16?	Departments/faculties and year leaders	Departmental meeting; focus group; cross-departmental meetings; year leader/key stage meetings; dissemination at a whole-school level. Online such as e-learning modules for leading teachers for G&T
Organisational issues: inclusion and equal opportunities; acceleration; curriculum provision and opportunities; monitoring and evaluating/assessment; pupil grouping; school ethos; pastoral support; mentoring; careers guidance/transition; underachievement	Leadership group, Subject/faculty leaders and year group leaders, departments	Focus group; external advice including written guidance; informal advice; case studies of other schools; online such as e-learning modules for leading teachers for G&T
Teaching and learning; planning and differentiation; teaching strategies such as pace, extension, enrichment; higher order thinking skills; questioning, explaining and modelling; independent learning; use of ICT; climate for learning; assessment and target-setting; models of teaching and learning for G&T	All staff, including support staff	Whole-school session led by SLT and G&T lead followed by departmental/year group meetings and further CPD such as: <ul style="list-style-type: none"> ● teaching and learning review and evaluating provision; ● modelling lessons; ● coaching; ● mentoring; ● team teaching; ● video observation. <p>Focus for collaborative/networked learning communities</p> <p>Online such as e-learning modules for leading teachers for G&T</p>

Professional development focus	Who for	Possible strategies
Roles and responsibilities of subject leaders, year leaders, leading teachers and coordinators for G&T	Subject leaders, year group leaders, leading teachers and coordinators for G&T	External INSET; outside facilitator; subject leaders' meetings; use of focus group; links with higher education – extended CPD course/online tutoring
Enrichment/study support, e.g. rationale for activities, curriculum links and evaluation of impact	Leading teacher and nominated staff	Links with LA personnel, e.g. Education Business Partnership and other outside agencies; master classes
Working with parents and the wider community, e.g. mentors supporting able pupils	Leading teachers, coordinators for G&T and nominated staff	Links with Education Business Partnerships

Support for your role

Each leading teacher for G&T brings a different range of knowledge, experience and skills to the position. In developing your role, it will be helpful to consider:

- the knowledge, experience and skills that are relevant to the role of leading teacher (see the description on page 6);
- which aspects of your role you will need to develop and how this might be done through national training, local training and other routes;
- who are the key colleagues who can contribute to your understanding and development;
- the priorities for your school and your strengths and areas for development in relation to these priorities.

Sharing experiences and ideas with colleagues can be a valuable means of mutual support. Many LAs have network groups that meet on a regular basis, and online LT communities can provide accessible information, advice and guidance.

Accreditation for leading teacher training

As part of the National Gifted and Talented programme the National Strategies is exploring ways of enhancing the role of the leading teacher for gifted and talented education. Working with key partners at the Department for Children, Schools and Families (DCSF), the Qualifications and Curriculum Authority (QCA) and Oxford Brookes University (OBU) the National Strategies are piloting a systematic approach to professional development and support, leading to accreditation through the award of the Postgraduate Certificate in Advanced Educational Practice. The outcomes of this pilot will be used to inform more widespread accreditation opportunities for leading teachers from September 2008.



Did you know?

The leading teacher e-learning modules are each supported by a topic-specific forum to exchange ideas with other practitioners – useful not only for your own professional development, but also for that of your colleagues in school. For a complete up-to-date list, go to:

www.nationalstrategiescpd.org.uk/course/view.php?id=81

Resources to support your work with the IQS and CQS can be found at:

www.ygt.dcsf.gov.uk/LibraryResources.aspx?libraryId=12

WhatWorksWell is a new National Strategies website where teaching practitioners can read and contribute to a database of case-led studies with a positive impact on teaching and learning.

<http://whatworkswell.standards.dcsf.gov.uk>

Networks exist in many local authorities to support leading teachers in gifted and talented education. Contact the person with responsibility for leading on G&T in your LA to find out if networks exist locally.

Further information on the accreditation pilot is available at:

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/gt_lead_teach_flyer0005708

11. Resources for effective teaching and learning

Cultivate money and you grow rich,
cultivate mind and you raise culture.

Proverb



Key messages

- Resources are only effective if they have a positive impact on the achievement of pupils.
- Planning for specific outcomes and impact will ensure the best use of available resources.
- Considering how to harness and strengthen existing resources is a good starting point.
- School-level funding applicable to gifted and talented provision may come from a variety of sources.

Planning

Resourcing the school's provision for G&T starts with a clear vision of:

- the learning outcomes for gifted and talented pupils;
- the quality characteristics of whole-school provision and, in particular, effective classroom teaching and learning (as defined in the IQS and CQS).

These will be supported by whole-school strategic planning to enable this vision to be achieved. Resourcing for effective teaching and learning for gifted and talented pupils encompasses time, financial cost and human effort, all of which need to be focused on achieving the highest impact for the least expenditure.

Cost, time and effort	Low time, cost and effort Low impact on the achievement of gifted and talented pupils	Low time, cost and effort High impact on the achievement of gifted and talented pupils
	High time, cost and effort Low impact on the achievement of gifted and talented pupils	High time, cost and effort High impact on the achievement of gifted and talented pupils
Impact		

Aligning gifted and talented developments with whole-school priorities and initiatives will embed them across the school as well as enabling an effective use of limited resources. It is worth remembering that human resources – teachers, teaching assistants, learning mentors, pupils, parents, etc. – are your most expensive resource but are also potentially your most effective resource.



Some leading teachers have indicated that the following have been helpful:

- a presentation to governors on the potential impact on achievement of funding gifted and talented provision;
- working in partnership with other programmes, such as Aimhigher;
- mapping out where in-school priorities and budgets overlap with gifted and talented aims;
- planning for your vision, not for the resources available;
- training all practitioners, for example teaching assistants, learning mentors, special needs teachers, involved with learning in the principles of, and classroom strategies for challenge;
- collaborating with other local schools to meet the needs of pupils with specific strengths and who require specialist teaching;
- online research, courses and tuition rather than face-to-face sessions;
- in-school workshops run by staff with excellent classroom practice.

Funding

Schools will now have three-year budgets, enabling them to plan further ahead, to make better long-term decisions and to use their budgets more efficiently and strategically over that three-year period.

Schools should see the Standards Fund as making a contribution to their development and improvement agenda, including personalised learning. Leading teachers may need to advocate for some of this funding to be allocated to G&T provision, persuading SLT members that gifted and talented learners have as much right to support as pupils with SEN. Additional funding is being provided through the Dedicated Schools Grant to increase support for personalised education; this is on top of the continuing funding within School Development Grant for gifted and talented children. In considering the most effective way of using their Standards Fund grants to meet their targets, schools can draw on the range of support available through the National Primary and Secondary Strategies.



Did you know?

Details of funding streams relevant to gifted and talented provision can be found on the YG&T website:

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=797&contentType=4>



Questions to consider

- Does the school have a strategic plan that includes resourcing for gifted and talented provision?
- Who are the people with key roles in your school(s)? Which aspects of the IQS and CQS could they take responsibility for?
- What local resources are available to you through collaboration with other schools, organisations and public facilities such as museums, libraries and clubs?
- Do local networks exist to support subject teachers in meeting the needs of gifted and talented pupils in the classroom?

12. Monitoring and evaluation

'Without continual growth and progress, such words as improvement, achievement, and success have no meaning.'

Benjamin Franklin



Key messages

- Using the IQS and the CQS across the school is key to the monitoring and evaluation provision.
- Outcomes for all pupils, for example attainment, wider achievement, participation, attitude, motivation and aspiration, will reveal the extent of the success of your provision.
- Evaluation is only effective if what is learned from the process is then used to improve provision for pupils.

School improvement cycle



The main sources of support for the monitoring and evaluation of gifted and talented provision will be the IQS and the CQS, as well as progress and achievement data. The National Strategies materials, Making Good Progress, offer clear, practical guidance on the monitoring strategies used by schools with good and outstanding rates of progress at Key Stage 2.

Two programmes have been developed to help with the task of interpreting data relevant to gifted and talented learners:

- Interpreting test data
<http://ygt.dcsf.gov.uk/Content.aspx?contentId=338&contentType=3>
- Using data to help discover your covert G&T learners and your underachievers!
<http://ygt.dcsf.gov.uk/Content.aspx?contentId=773&contentType=1>



Some leading teachers have found the following approaches to monitoring useful.

- An annual review of the demography of identified gifted and talented pupils to ensure that it reflects the balance of the whole school population.
- Integrating classroom observation for gifted and talented into the whole-school system of observation.
- Undertaking work scrutiny, for example across gifted and talented pupils in a year group or in one subject area across all years.
- Establishing a focus group of gifted and talented pupils to hear their perceptions of how far they are challenged in the classroom.
- Seeking the views of parents and carers.

The role of School Improvement Partners (SIPs)

SIPs have been offered optional workshops on gifted and talented education to support their work. The aims of the training are:

- to broaden SIPs' understanding of gifted and talented in order to support their work with schools;
- to help SIPs reflect on the types of questions and enquiries they might use in respect of gifted and talented;
- to signpost SIPs towards future learning.

There is an online tutorial for primary and secondary SIPs on using the IQS to support schools. Further resources to support SIPs, including a SIP handbook, are currently being developed by the National Strategies and will be published in 2008–09.



In school

School F had a good range of monitoring and evaluation systems in place through use of data, classroom observation and focus groups. In using parts of the Quality Standards they felt that they would like to take a more 'hands-on' approach and instituted a series of learning walks to monitor policy in action. They found this particularly helpful in getting a snapshot of challenge in the classroom and the learning environment.

The following two documents offer the leading teacher a ready source of information about the school as well as an opportunity to share the outcomes of self-evaluation with parents, families and the wider community.

School self-evaluation form (SEF)

The SEF is a summative document intended to record the outcomes of a school's rigorous annual self-assessment. The key aspects are:

- the main characteristics of the school;
- the views of learners, parents/carers and other stakeholders;
- achievement and standards;
- personal development and well-being;
- the quality of provision;
- the quality of leadership and management;
- overall effectiveness and efficiency.

School profile

The profile was designed after extensive consultation with schools, LAs, governors, parents and pupils, and contains, where relevant:

- data provided and updated by the DCSF on an annual basis;
- a summary of the latest Ofsted report provided by the DCSF and updated at least every three years;
- narrative sections written by the school, updated at least once every academic year. The narrative sections include the following headings.
 - What have been our successes this year?
 - What are we trying to improve?
 - How have our results changed over time?
 - How are we making sure that every child receives teaching to meet their individual needs?
 - How do we make sure that our pupils are healthy, safe and well supported?
 - What have we done in response to our Ofsted report?
 - How are we working with parents and the community?

Schools with sixth forms and those commissioning alternative provision for their pupils complete a further series of questions in addition to these.



Questions to consider

- Is there reference to gifted and talented learners in most sections of the SEF?
- Is your SIP aware of the online tutorials that can be found at http://ygt.dcsf.gov.uk/FileLinks/633_MainLink.pdf
- How far does the narrative in the school profile reflect the school's self-evaluation through the IQS and CQS?
- Does the headteacher's report to governors include an update on the impact of strategies to improve the achievement of gifted and talented pupils?



Did you know?

YG&T in a Nutshell, Measuring effectiveness: how are we doing?, provides a brief introduction to monitoring and evaluation.

http://ygt.dcsf.gov.uk/FileLinks/572_MainLink.pdf

Leading teacher e-learning, Core module 3, Taking the lead in G&T, contains a section on monitoring and evaluation.

www.nationalstrategiescpd.org.uk/course/view.php?id=81

Middle leaders' self-evaluation guide (DfES, 2005) can be helpful when working with subject leaders.

www.standards.dcsf.gov.uk/secondary/keystage3/downloads/ws_midlead_selfeval.pdf

The Quality Standards for gifted and talented can be found at:

IQS: <http://ygt.dcsf.gov.uk/Content.aspx?contentId=347&contentType=3>

CQS: <http://ygt.dcsf.gov.uk/Content.aspx?contentId=332&contentType=3>

Engaging with the community, families and beyond

13. Engaging with the community, families and beyond

It takes a village to raise a child.

African proverb



Key messages

- An investment in working in partnership with the gifted and talented child's family is an investment in that child achieving their potential.
- Children achieve more when schools and parents work together and parents understand what the school is trying to achieve and how they can help.
- Engaging with families goes beyond sharing of information – parents and carers have a right to know about the detail of the provision being made to meet the needs of their child and to be involved in major decisions.

The following principles for engaging with parents may be adapted for use with gifted and talented learners. These principles are helpful when considering Element 13 of the IQS.

- Recognition that this is a two-way communication process.
- Immediate acknowledgement of parental interest and their sense of priority.
- Demonstration of accurate listening and opportunities to clarify any misconceptions.
- Recognition of the parent as a true expert on the child.
- Emphasis on joint planning for maximum benefit.
- Acknowledgement of the parent as having specialist knowledge.
- Acknowledgement that lack of involvement does not equate to lack of interest.
- Recognition of social, cultural, economic or faith factors that may preclude parental involvement.
- Clear information sharing as a means of overcoming barriers.



In school

School P runs an annual induction workshop for parents and carers of newly identified gifted and talented children. The workshop consists of an exploration of the concept of gifted and talented, what they and their child can expect from the school and some ways in which they can support their child's learning beyond the classroom. The school website has information about the school's policy and provision, further suggestions for parents and children learning together and gives links to useful and interesting websites, for example NAGC and YG&T. The school offers a programme of termly opportunities for parents including, among others, problem-solving techniques, reading activities at home and a drop-in surgery. These are run by parents, teachers, pupils and LA personnel. The annual survey of gifted and talented parents and carers is used to inform the programme and monitor the impact of the school's strategies to involve parents in the learning of their child.

Following an in-depth analysis of parental engagement in the education of gifted and talented children in England (2004), the National Association for Gifted Children (NAGC) published recommendations that included the following.

1. More regular meetings with groups of parents should take place to share information about their children.
2. There should be a single point of contact for every parent (such as a family liaison officer, a learning mentor or a G&T coordinator).
3. Parent support groups should be set up to enable parents of gifted and talented children to support each other.
4. Schools should provide more information about the curriculum and how it relates to gifted and talented issues.
5. Children should be actively encouraged to invite their parents personally to events in school and to work with them in lessons.
6. There should be a shared understanding of educational vocabulary and the use of jargon-free language to encourage parents to feel confident about getting involved in education, with support for families with English as an additional language or where disability issues reduce the ease of parental engagement.
7. Schools should develop proactive programmes to develop the skills and confidence of parents to help them improve the support they can provide to their gifted child.
8. Schools should make greater use of parent surveys and questionnaires to find out about how a child is performing at home and to obtain the views of parents on a range of issues relevant to their gifted and talented child.
9. Schools should make it easy for parents to understand how well their child and the school are performing.

www.nagcbritain.org.uk/schools.php?id=114

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Some leading teachers have found the following ways useful in informing, supporting and engaging parents and carers.

- An induction evening.
- Workshops on aspects of learning and teaching that can be used at home, for example questioning skills.
- Family learning workshops.
- Joint parent and child homework tasks.
- An 'Ask the leading teacher' surgery.
- An online survey to check whether or not information about major organisations and opportunities is reaching the audience.
- A parents and carers focus group to explore issues of learning at home.
- Gifted and talented articles, announcements and success stories in the school newsletter.
- A dedicated parent zone on the school website with information, guidance, suggestions, links and contacts.



Questions to consider

- How does your school ensure that parents are well informed about their children's learning?
- What are the strategies your school uses to support parents and carers in supporting their children's learning at home?
- What mechanisms does the school have for parents and carers to contribute to the school's understanding of how their gifted and talented children learn best?
- Parents and carers of gifted and talented pupils are a great resource – is your school using their experience to support other parents and carers?



Did you know?

The YG&T in a Nutshell 5, The parent perspective: involving parents and carers in the education of G&T students, provides a 20-minute overview of working in partnership with families.

http://ygt.dcsf.gov.uk/FileLinks/572_MainLink.pdf

Leading teacher e-learning Module 9, 'Working with parents and carers', discusses strategies for working with parents and carers in greater depth and looks at the challenges you might come across. It signposts where to go for further reading and support.

www.nationalstrategiescpd.org.uk/course/view.php?id=81

The DCSF Standards site has an area dedicated to parental involvement.

www.standards.dcsf.gov.uk/parentalinvolvement/

The National Association for Gifted Children (NAGC) is a charity that advises, supports and provides for the needs of high-ability children, young people and their families. Its helpdesk is available to answer queries from parents and others.

www.nagcbritain.org.uk

Learning beyond the classroom

14. Learning beyond the classroom

**'Be an opener of doors for
such as come after thee.'**

Ralph Waldo Emerson



Key messages

- Opportunities for learning beyond the classroom provide a vital element in developing independence in learning.
- Gifted and talented pupils benefit from access to specialisms and expertise not available to them in school.
- The best learning beyond the classroom takes place when it is supported, recognised and built on by the school.
- Targeted action may be necessary to engage vulnerable and underachieving pupils.

In England there is a strong tradition of providing sporting, artistic and academic activities beyond the classroom. Recent developments in out-of-hours learning and 'extended schools' will ensure that all pupils have increased access to a rich array of extracurricular opportunities. Although some gifted and talented pupils are involved in numerous activities outside school it is not the case with all such pupils, particularly less privileged ones.

Extracurricular enrichment opportunities allow able pupils to meet others with similar interests and abilities, to learn from specialists, to challenge themselves and experience new, real-world situations. Such provision can include summer schools and master classes organised by the school itself, by the LA or by other organisations such as the local university or the Regional Partnership for gifted and talented provision. It might also include online study groups, book groups and individual or collaborative research.



Questions to consider

- How will the extracurricular provision match the needs of the individual child?
- How will the pupil or school build on the learning that takes place once the pupil is back in school?
- What is the purpose of the provision? Is it, for example:
 - to support or broaden knowledge and skills within an existing area of study;
 - to address social skills;
 - to engage with a new area of study or interest;
 - to give balance to school studies;
 - to experience a new environment in preparation for the future;
 - for fun?
- What are the different benefits of the one-off event, the residential or the long-term programme for your gifted and talented pupils?
- How will the school ensure that all families are aware of the opportunities available to their children?
- What strategies will the school employ to engage pupils from a less privileged background?



Some leading teachers have used the following strategies, among others, to provide a broad range of activities to support learning beyond the classroom.

- Masterclasses provided by older gifted and talented pupils with a specific interest.
- Working closely with a local expert organisation, for example theatre or museum, to develop a programme that encompasses learning within and beyond the classroom.
- A programme of after-school science workshops for gifted and talented Key Stage 2 pupils provided by the local secondary school, and making use of their specialist facilities and teachers to deepen pupils' understanding.
- A summer school for Year 6 pupils to address transition issues for gifted and talented pupils and their teachers.



In school and beyond

A group of primary schools collaborated to identify their Year 5 talented artists and work with the local authority art adviser both in school and at a local gallery. This work was followed up by a residential course, a first-time experience for many pupils, with the resulting work displayed at the gallery. The gallery then hosted a celebration and family learning workshop for the children, their families and teachers. Much of the resulting work was of a standard expected at Key Stage 4.

Recent national initiatives include the development of:

- a Learner Academy

The Young, Gifted and Talented Programme run by CfBT includes the new YG&T Learner Academy. The Academy builds on its predecessor, the National Academy for Gifted and Talented Youth (NAGTY), but is open to a wider age range of learners. It aims to provide for learners aged 4–19 who have been identified as gifted and talented by each school or college and provide a 'one-stop-shop' of G&T services and products, combining a balance of online, face-to-face, everyday classroom and out-of-hours activities.



Some leading teachers have increased engagement with the Learner Academy through:

- an in-school presentation to families on the opportunities, purpose and benefits;
- raising awareness of subject leaders and promoting subject-specific opportunities to pupils through the subject teacher;
- building in beyond the classroom learning as a specific target for the pupil;
- accompanying pupils to an event where parents or carers were unable or unwilling to do so.

- Excellence Hubs

Excellence Hubs are newly established partnerships of higher education institutions (HEIs) in each of the nine English Government Office regions. Working closely with the established Regional Partnerships for gifted and talented education, Hubs are a key delivery partner for the YG&T Programme, bringing a wealth of expertise and resources to learners and schools. Each Hub seeks to make best use of local, regional and national expertise, with the aim of maximising learning opportunities for gifted and talented learners.

The Excellence Hubs deliver a diverse range of outreach provision to gifted and talented learners, including masterclasses, specialist subject activities and blended/online learning within and beyond the school year.

- Regional Partnerships for gifted and talented education

Each Partnership provides the link between YG&T and schools and local authorities in its region. The Partnership is instrumental in planning extracurricular activities in collaboration with YG&T, Excellence Hubs and local authorities.



Did you know?

Leading teacher e-learning Module 8 provides a comprehensive overview of learning beyond the classroom and has links to further reading and useful publications.

Further details of all the initiatives above can be found at:

www.ygt.dcsf.gov.uk

Contact details about Regional Partnerships can be found at:

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=832&contentType=1> - ne

Information about Excellence Hubs is available at:

<http://ygt.dcsf.gov.uk/HomePage.aspx?stakeholder=13>

Appendices

1. Further information

- Key websites
- Key supporting documents
- Background reading

2. Young Gifted and Talented Flyer

3. CQS Layer 1

4. The National Programme for Gifted and Talented Education

5. Glossary

Appendix 1: Further information

Key websites

National Strategies

The gifted and talented focus area provides a range of guidance, materials and resources to support school leaders and leading teachers in meeting the needs of gifted and talented learners, including identifying and supporting the 'hidden gifted'.

www.standards.dcsf.gov.uk/secondary/keystage3/issues/focus/ws_gt_pri_sec

Young, Gifted and Talented

A key site that hosts the Learner Academy and the IQS and CQS with user guides, plus information and advice, details about resources and information about Regional Partnerships. Includes opportunities for gifted and talented learners and also offers guidance and information for parents and governors. Leading teachers will be particularly interested in the school/college area accessed from the home page.

<http://ygt.dcsf.gov.uk>

National Association for Able Children in Education (NACE)

NACE is for teachers of able, gifted and talented children and offers training, resources and the Challenge Award. For a comprehensive list of books on the teaching of able, gifted and talented children visit the NACE website.

www.nace.co.uk

The National Association for Gifted Children (NAGC)

Main organisation that supports the parents of gifted children and provides advice and guidance.

www.nagcbrtain.org.uk

Physical Education and School Strategy for Young People (PESSYP)

The focus of PESSYP is to improve the identification, support and provision gifted pupils in PE and talented performances in sport. This website gives access to the major elements of the programme, including PE Quality Standards for gifted and talented pupils.

www.teachernet.gov.uk/teachingandlearning/subjects/pe

National Competition Framework for PE and sport

The Talent Ladder website for the Youth Sport Trust is a source of information that enables support to be given to gifted and talented sports people in schools.

www.talentmatters.org and www.talentladder.org

Oxford Brookes University (OBU)

OBU has led the national training for the Excellence in Cities (EiC) National Development Programme in gifted and talented education and has a range of publications and guidance available to teachers.

www.brookes.ac.uk/schools/education/rescon/cpdgifted/cpdmatsguide.html

Qualifications and Curriculum Authority (QCA) guidance

The QCA's website contains detailed subject-specific guidance for both core and foundation subjects and covers all phases, web-based downloadable national guidance on gifted and talented education.

Comprehensive, generic, subject-specific, Foundation Stage, Key Stage 1, Key Stage 2 (plus secondary).

www.nc.uk.net/gt/

QCA Tasks for the More Able

Key Stage 1 at: http://www.qca.org.uk/qca_9146.aspx

Key Stage 2 at: http://www.qca.org.uk/qca_9222.aspx

Key Stage 3 at: http://www.qca.org.uk/qca_9399.aspx

Guidance for teaching pupils gifted and talented in the arts (DfES, 2006)

This guidance has been produced specifically to help schools identify and support pupils talented in art and design, dance and drama, including moving image and music. It can be downloaded from:

www.creativegeneration.org.uk

The Primary Framework for literacy and mathematics

The aim of the Primary Framework for literacy and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

www.standards.dcsf.gov.uk/primaryframeworks

The Secondary Framework

The renewed Secondary Frameworks for English, mathematics, science and ICT offer:

- learning objectives for both Key Stages 3 and 4;
- direct links to new programmes of study;
- increased emphasis on key concepts and processes;
- guidance on planning and teaching to ensure effective progression;
- an electronic format to support flexible planning.

www.standards.dcsf.gov.uk/secondary/frameworks

Key supporting documents

Higher Standards, Better Schools for All (whole document)
Chapter 4
Personalised Learning

www.dcsf.gov.uk/publications/schoolswhitepaper

Effective provision for gifted and talented children in primary education, Revised, May, DCSF, 2008
(Ref: 00379-2008BKT-EN)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=spectrum&ProductId=DCSF-00379-2008>

Effective provision for gifted and talented children in secondary education, DfES, 2007 (Ref: 00830-2007)

<http://publications.teachernet.gov.uk/eOrderingDownload/DCSF-00830-2007.pdf>

Gifted and Talented Education: Guidance on preventing underachievement: a focus on dual or multiple exceptionality (DME), DfES, 2007 (Ref: 00061/2007BKT-EN)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-00061-2007>

Gifted and Talented Education: Helping to find and support children with dual or multiple exceptionalities, DCSF, 2008 (Ref: 00052-2008BKT-EN)

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/gt_findsuportdme

Gifted and talented guidance on preventing underachievement: a focus on exceptionally able pupils, DCSF, 2007 (Ref: 00066-2008BKT-EN)

www.standards.dcsf.gov.uk/secondary/keystage3/issues/focus/ws_gt_pri_sec/prevent_udrachieve0006608/

Gifted and Talented Education: Guidance on preventing underachievement: a focus on children and young people in care, DCSF, 2007 (Ref: 00873-2007BKT-EN)

www.standards.dcsf.gov.uk/primary/publications/inclusion/gt_children_in_care

Key messages for teaching able, gifted and talented pupils, DfES, 2004 (Ref: 1036-2004)

<http://ygt.dcsf.gov.uk/Content.aspx?contentId=397&contentType=1>

Working with gifted and talented children: handbook for Key Stages 1, 2 and 3, English and mathematics, QCA, 2001 (Ref: QCA/01/801)

<http://orderline.qca.org.uk/bookstore.asp?Action=Book&ProductID=184581102X>

Key Stage 3 National Strategy materials for teaching gifted and talented pupils, DfES, 2004
(Ref: 0309-2004CD)

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/agt

Identifying gifted and talented pupils – getting started, Revised, May, DCSF, 2008 (Ref: 00367-2008BKT-EN)

http://ygt.dcsf.gov.uk/FileLinks/894_new_guidance.pdf

Assessment for learning: whole-school training and subject-specific materials

www.standards.dcsf.gov.uk/secondary/keystage3/all/respub/afl_ws

Tracking for Success, DfES, 2005 (Ref: 1545-2005FLR-EN)

www.standards.dfes.gov.uk/secondary/framework/files/downloads/PDF/ict_res_tracksuccess_154505.pdf

Leading in learning: developing thinking skills in secondary schools, DVD-ROM, DfES, 2007
(Ref: 00029-2007 DVD-EN)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-00029-2007&>

National Framework for Mentoring & Coaching

The National Framework for mentoring and coaching was developed as part of the DCSF's CPD strategy.

The Framework and the case studies are downloadable at:

www.curee-paccts.com/dynamic/curee48.jsp

Coaching in secondary schools, DVD-ROM, DfES, 2006 (Ref: 0115-2006DVD-EN)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DFES-0115-2006&>

Sustaining improvement: a suite of modules on coaching, running networks and building capacity, DfES, 2003
(Ref: 0565-2003G)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0565+2003>

Middle leaders' self-evaluation guide, DfES, 2007 (Ref: 2076-2005DCL-EN)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresults&ft=2076-2005DCL-EN&pn=1&rpp=1&ShowHide=4&Area=1>

Pedagogy and personalisation Ref: 00126-2007 DOM EN

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresults&ft=00126-2007+DOM+EN&pn=1&rpp=1&ShowHide=4&Area=1>

Excellence and enjoyment: social and emotional aspects of learning, SEAL, DVD, DfES, 2005
(Ref: 178-2005 CD)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresults&ft=Excellence+and+enjoyment&&rpp=1&ShowHide=4&Area=1&&&pn=2>

Learning and teaching in the primary years: Professional development, DfES, 2004 resources
(Ref: 0518-2004 G)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresults&ft=0518-2004G&pn=1&rpp=1&ShowHide=4&Area=1>

The Primary Framework CPD materials pack, DfES, 2007 (Ref: 00674-2007 PCL EN)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresults&ft=00674-2007&pn=1&rpp=1&ShowHide=4&Area=1>

Pedagogy and practice: teaching and learning in secondary schools, DfES, 2004 (Ref: 0423-2004 G)

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=searchresults&ft=0423-2004G&pn=1&rpp=1&ShowHide=4&Area=1>

Background reading

General

Eyre, D. and Lowe, H. (2002) *Curriculum Provision for the Gifted and Talented in Secondary School*, David Fulton/NACE, London

Eyre, D. and McClure, L. (2001) *Curriculum Provision for the Gifted and Talented in Primary School*, David Fulton/NACE, London

Freeman, J. (2001) *Gifted Children Grown Up*, David Fulton/NACE, London

Hymer, B. with Michel, D. (2002) *Gifted and Talented Learners*, David Fulton/NACE, London

Koshy, V. (2002) *Teaching Gifted Children 4–7*, David Fulton, London

Leyden, S. (2002, 3rd edn) *Supporting the Child of Exceptional Ability at Home and at School*, David Fulton/NACE, London

Montgomery, D. (ed.) (2003) *Gifted and Talented Children with Special Educational Needs*, David Fulton/NACE, London

Smith, C. (2005) *Teaching Gifted and Talented Students in the Primary School*, Paul Chapman Publishing, London

Sutherland, M. (2005) *Gifted and Talented in the Early Years*, Paul Chapman Publishing, London

Teare, B. (2004) *Parents' and Carers' Guide for Able and Talented Children*, Continuum International Publishing Group, London

Thomson, M. (2006) *Supporting Gifted and Talented Students in the Secondary School*, Paul Chapman Publishing, London

Wallace, B. (2000) *Teaching the Very Able Child*, David Fulton/NACE, London

Subject-specific

Coates, D. and Wilson, H. (2003) *Challenges in Primary Science*, David Fulton/NACE, London

Davies, L. (2006) *Meeting the Needs of Your Most Able Pupils: Design and Technology*, David Fulton, London

Dean, G. (2007) *English for the More Able Secondary School Student*, Paul Chapman Publishing, London

Earle, K. (2006) *Meeting the Needs of Your Most Able Pupils: Art*, David Fulton, London

Gray-Fow, B. (2005) *Discovering and Developing Talent in Schools*, David Fulton, London

Koshy, V. (2001) *Teaching Mathematics to Able Children*, David Fulton, London

Morley, D. and Bailey, R. (2006) *Meeting the Needs of Your Most Able Pupils: Physical Education and Sport*, David Fulton, London

Price, A. (2006) *Creative Maths Activities for Able Students*, Paul Chapman Publishing, London

Savage, J. (2006) *Meeting the Needs of Your Most Able Pupils: Music*, David Fulton, London

Appendix 2: Young Gifted & Talented flyer





YOUNG GIFTED & TALENTED

CfBT's vision for YG&T is:

All gifted and talented learners in England have the opportunity to reach their full potential and in so doing create benefits for their fellow learners, their places of learning and the wider community.

YG&T is a programme which offers services that challenge, inspire and motivate the top 10% of gifted and talented learners in the country. It is a wide-reaching, inclusive programme benefiting learners, teachers, schools/colleges staff, parents/carers and the greater G&T community.

YG&T brings together new approaches, people and opportunities in the provision of services for gifted and talented learners.

Who?

Learners aged 4–19 years in primary and secondary schools and colleges will use the programme. As will those who support them, such as leading teachers for G&T, other teaching and support staff, regional partnerships and Excellence Hubs across the country, universities and local authorities.

What?

A 'one-stop-shop' of G&T services and products, combining online, face-to-face, everyday classroom and out of hours activities, including support for educators, parents/carers and governors.

When?

September 2007 saw the launch of the first phase of the new programme. Further enhancements were implemented in April 2008, with more to come.

Where?

The programme is open to G&T learners in England, with access for learners and educators beyond England.

Learner Academy

The YG&T programme works with a range of YG&T accredited providers across the country. An accreditation process ensures that the providers and their services meet the needs of G&T learners.

Through our providers we are able to offer learners an increasingly diverse range of activities, events, products and services, via the online Learner Academy catalogue.

Programme aims and benefits

- Greater school engagement, with G&T firmly rooted in the classroom
- A one-stop communications portal via the YG&T website
- A significant increase in motivation, aspirations, self esteem and achievement
- More resources invested in learners, particularly those from disadvantaged backgrounds

Excellence Hubs

Another feature of the YG&T programme is the regional Excellence Hubs, which provide activities and events for the new Learner Academy.

Nine Excellence Hubs fulfil the government's vision for Higher Education Institution-led partnerships which support G&T education. They offer a range of outreach provision to meet the needs of G&T learners, including non-residential summer schools and subject/skills specific master classes.

More information can be found in the Excellence Hubs factsheet.

Timeline:

- **May/June 2007**
Expressions of interest and tendering processes for the new YG&T Learner Academy. Consultations and user testing
- **July 2007**
Training for local authorities on the role of leading teachers for G&T, delivered by the National Strategies
- **September 2007**
First phase of YG&T programme, including the new Learner Academy, launched
- **April 2008**
Second phase of YG&T programme launched. New look and feel to the website. Full registration and educator validation facilities available on-line
- **Summer 2008**
New YG&T online community functionality becomes available, including wikis and blogs.

www.ygt.dcsf.gov.uk





CfBT Education Trust manages the Young, Gifted & Talented programme on behalf of the Department for Children, Schools and Families

Appendix 3 : CQS Layer 1

1 of 2 The National Strategies Classroom Quality Standards in Gifted & Talented Education Layer 1								
Features	Prompts	Evaluation of Practice in relation to providing challenge for all learners			Evaluation of Practice in relation to providing challenge for G&T learners			How do I know?
		Unsure	Quite well	Very well	Unsure	Quite well	Very well	
1 Conditions for Learning	<ul style="list-style-type: none"> How well do learning conditions ensure that learners are healthy and safe and enjoy their learning? How well is learning linked to the working world beyond the classroom, allowing learners to make informed connections and decisions for learning? How well are learners enabled and challenged to demonstrate, use and develop their gifts and talents to make a positive contribution? 							
2 Development of Learning	<ul style="list-style-type: none"> How well is an understanding of how learning develops applied and used to support pupils' learning? How well are learners enabled to take charge of their learning and become self-regulating? 							
3 Knowledge of Subjects and Themes	<ul style="list-style-type: none"> How well are knowledge and skills of subjects and themes used to stimulate and challenge learners? How well is learning developed through specific subject knowledge and skills? How well is the curriculum adapted to address the needs of different learners? 							

2 of 2 The National Strategies
Classroom Quality Standards in Gifted & Talented Education

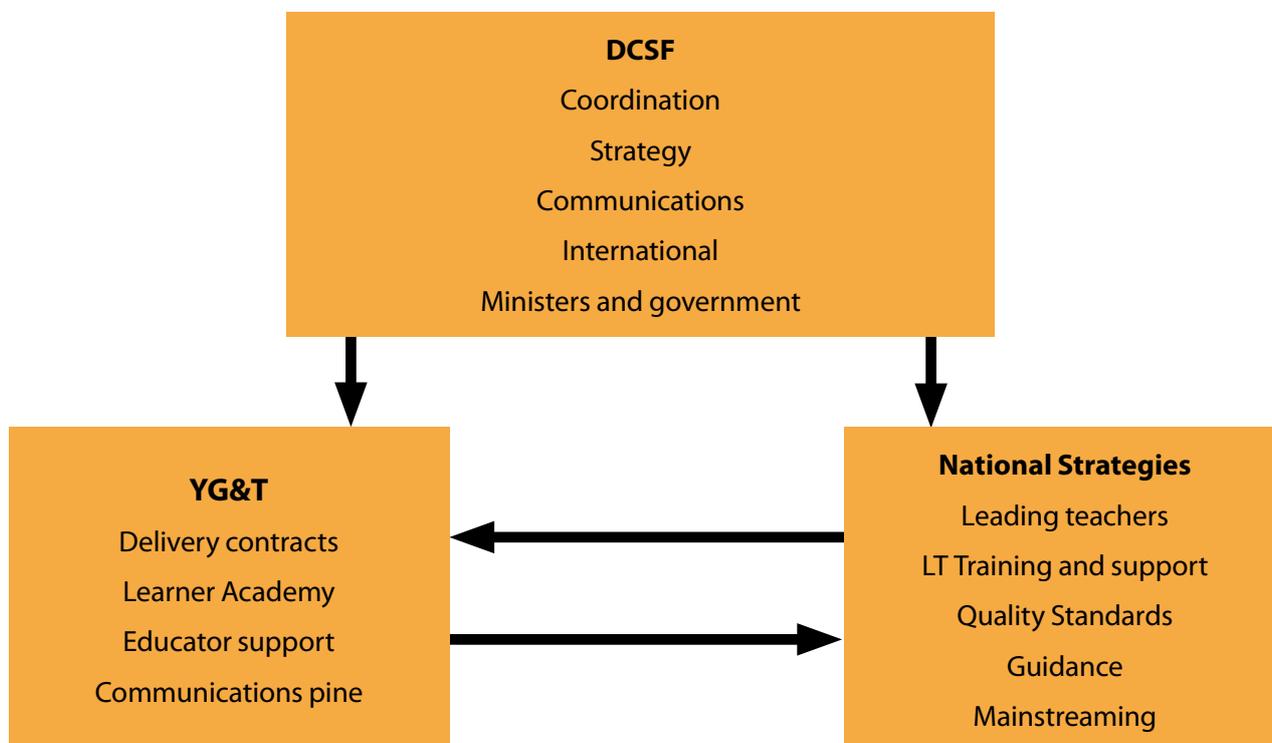
Layer 1

<p>4 Understanding Learners' Needs</p>	<ul style="list-style-type: none"> • How well are the emotional and social needs of the learner identified and addressed to raise achievement? • How well are barriers to learning identified and removed? • How well is learners' progress assessed, monitored and evaluated in order to raise achievement? • How well are the training and learning needs of teachers and classroom assistants identified in order that they meet the needs of learners? 											
<p>5 Planning</p>	<ul style="list-style-type: none"> • How well does planning build on learners' prior knowledge and attainment? • How well is planning used to improve outcomes for all learners? • How well is a range of different teaching and learning styles and strategies used in planning activities to ensure extension, enrichment and progression? 											
<p>6 Engagement with Learners and Learning</p>	<ul style="list-style-type: none"> • How well are teaching and learning skills and resources deployed to extend, inspire and challenge learners? • How are available organisational structures and settings within the school used to identify potential and raise achievement? 											
<p>7 Links Beyond the Classroom</p>	<ul style="list-style-type: none"> • How well are learning, and opportunities for learning, beyond the classroom encouraged, known about, built upon and celebrated? • How well are parents and carers included in supporting and developing their children's learning? 											

Appendix 4: The National Programme

The National Programme for Gifted and Talented Education

The following diagram indicates the broad structure of the National Programme.



The Young Gifted and Talented Programme is run by CfBT, and includes the new YG&T Learner Academy, the successor to NAGTY, with a much wider brief to extend the reach of the National Programme to learners from ages 4 to 19, to broaden access across all educational institutions to the full range of available services and to stimulate the growth of services in response to demand from learners and educators.

The Programme is structured around the development of: subject skills (for example mathematics, the arts, science); cross-curricular skills, (for example leadership, problem solving, critical thinking); vocational skills; entrepreneurial skills.

The National Strategies supports all pupils across all key stages through the EYFS, the Primary Strategy and the Secondary Strategy. Working with LAs and schools it is the key government vehicle for:

- raising standards – focusing on the core subjects;
- raising aspirations and expectations;
- improving progression;
- personalising learning.

In this context, the National Strategies Gifted and Talented Programme focuses on:

- improving opportunities and outcomes for gifted and talented pupils by improving and personalising mainstream provision;
- developing Quality First teaching (challenge for all learners) and ensuring pupil progress;
- developing expertise and capacity among school leaders, subject leaders, leading teachers, teachers and support staff.

Mainstreaming G&T provision and embedding support for G&T in the core National Strategies programmes, for example through development of CQS subject amplification and links to the Primary and Secondary Frameworks, will be taken forward further in 2008–09 National Strategies' developments.

The aims of the National Programme for Gifted and Talented Education are to:

- a. improve the attainment/performance, aspirations; motivation and self-esteem of identified G&T learners aged 4 to 19;
- b. as a priority, improve these outcomes for key underachieving groups, so narrowing gaps between outcomes for disadvantaged G&T learners and their peers;
- c. help all schools and colleges to improve identification, provision and support for G&T learners, especially the quality of teaching and learning;
- d. improve the quantity and quality of out-of-school opportunities for G&T learners and the professional support available for teachers and other educators.

YG&T and the National Strategies work closely together and with a range of key partners nationally, regionally and locally in support of these aims.

The *National Champion for Young Gifted and Talented*, John Stannard, is funded and managed by CfBT but his role extends beyond the YG&T Programme to all areas concerning improving provision, opportunities and outcomes for gifted and talented children and young people nationally.

Appendix 5: Glossary

AfL	Assessment for Learning
AST	Advanced skills teacher
BME	Black and minority ethnic
CPD	Continuing Professional Development
CQS	Classroom Quality Standards
DCSF	Department for Children, Schools and Families
DME	Dual or multiple exceptionality
EAL	English as an additional language
EYFS	Early Years Foundation Stage
GEP	Group education plan
HEI	Higher education institution
HODS	Heads of department
IEP	Individual education plan
IQS	Institutional Quality Standards
LA	Local authority
SEAL	Social and Emotional Aspects of Learning
SEF	Self-evaluation form
SENCo	Special educational needs coordinator
SIP	School Improvement Partner
SLT	Senior leadership team
SSAT	Specialist Schools and Academies Trust
YG&T	Young Gifted and Talented

Acknowledgements

Page 16, Deep Learning by Emma Sims. Diagram and text taken from Sims, E. (2006) *Deep Learning 1* © Specialist Schools and Academies Trust . Adapted from Ramsden, P. (1988) (ed.) *Improving Learning: New Perspectives*. © P. Ramsden. Used with kind permission.

Page 27, Youth Sport Trust I Excel Card Scheme. Extract from Youth Sport Trust I eXcel Card scheme © Youth Sport Trust 2008. www.youthsporttrust.org. Used with kind permission.

Page 60, NAGC recommendations. NAGC recommendations © NAGCBritain.org.uk.
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Audience: Designated leading teachers for gifted and talented education, headteachers, school leadership teams, and school gifted and talented coordinators

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You can download this publication and obtain

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